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Illustrative Examples

for

English Language Arts

Kindergarten to Grade 9

RESPONSE DRAFT

November 1998

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Illustrative Examples

for

English Language Arts

Kindergarten

RESPONSE DRAFT

November 1998



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PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

KINDERGARTEN

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Draft Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> share personal experiences prompted by stories read or told by others talk about ideas, experiences and familiar events <p>Experiment with language and forms</p> <ul style="list-style-type: none"> talk and represent to explore, express and share stories, ideas and experiences 	<ul style="list-style-type: none"> After listening to the story <i>Ira Sleeps Over</i>, children share experiences they have had while spending time away from home. A child tells the class about learning to ride a bike. Other children are reminded of their own experiences and contribute to the discussion. Using the book <i>The Shopping Basket</i>, children discuss their personal grocery shopping experiences; e.g., Child 1: I helped my mom buy the groceries for supper yesterday. Child 2: What did you buy? Child 1: We bought hamburgers and hamburger buns and salad. I'll draw a picture. The children tell about their favourite things; e.g., places, activities, toys. As children draw placemats of favourite foods shared with their families on special occasions, they talk about activities and events related to those special times. <ul style="list-style-type: none"> After skating, pairs of children illustrate a safety rule, using a software drawing program. Children share their drawings with others. A child draws a picture of a cat and, with assistance, writes "Snowball." The child tells about the time Snowball got stuck in a tree. Photographs of children feeding animals are taken by parent volunteers on a farm field trip. The photographs, together with children's comments about this experience, are displayed on a bulletin board and shared by the children with their Grade 3 buddies.

KINDERGARTEN

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Express preferences</p> <ul style="list-style-type: none">talk about favourite oral, print and other media texts	<ul style="list-style-type: none">The children share their favourite book or favourite text from a CDROM or computer program. Child 1: (points to an illustration) This Grandpa is just like my Grandpa. Child 2: I liked using the computer to make the pictures move.The children choose favourite photographs from a class photograph album. They tell each other what is happening in the picture. Child 1: I'm making a truck. Child 2: This is my Dad making a kite with me.
<p>Set goals</p> <ul style="list-style-type: none">talk about reading and writing stories	<ul style="list-style-type: none">After exploring the wordless books <i>Zoë's Snowy Day</i> and <i>Zoë's Sunny Day</i>, children discuss the similarities and differences in the two stories; e.g., both have the same character Zoë, both have pictures made of modelling clay, one takes place in winter and the other in summer, the characters are dressed differently in each book.

KINDERGARTEN

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples
Consider others' ideas <ul style="list-style-type: none">listen to experiences and feelings shared by others	<ul style="list-style-type: none">After going out into the first snowfall of the year, children listen to others tell about the experience. Child 1: It was so fun to feel the snowflakes on my face. Child 2: My face got wet like when the shower goes on it. Child 3: My hair is still wet.
Combine ideas <ul style="list-style-type: none">connect related ideas and information	<ul style="list-style-type: none">While looking at a book about polar bears, children make comments. Child 1: My sister has a polar bear toy. Child 2: I saw a nature show on TV about polar bears. They are good swimmers. Child 3: Seals are good swimmers, too.The children listen to the story <i>Today Is Monday</i>. They retell the story, using some of their favourite foods; e.g., a child suggests egg rolls for Monday.
Extend understanding <ul style="list-style-type: none">express interest in new ideas and experiences	<ul style="list-style-type: none">On a rainy day, children put dry tempera paint on pieces of cardboard and place them out in the rain to see what happens in different locations, such as light or heavy areas of rain. Children discuss their observations.After growing bean seeds in the science centre, children express an interest in growing other kinds of plants.The children bring snowballs into the classroom, to see how long it will take them to melt.

KINDERGARTEN

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> connect oral language with print and pictures understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed expect print and pictures to have meaning and to be related to each other in texts understand that print and books are organized in predictable ways 	<ul style="list-style-type: none"> When contributing to a class alphabet book, children draw pictures to illustrate letters of the alphabet. An adult labels the pictures. At the end of the day, a child tells about a favourite activity for that day, as an adult records the words. The child illustrates the story and takes it home to share. After a field trip to a farm, children write in their journals. <ul style="list-style-type: none"> One child draws a picture of the barn and writes random letters. One child draws a horse chasing a donkey and writes, “a hs and a dnk.” One child draws a picture of a cat and kittens and dictates the sentence, “The mother cat had three kittens.” The children then share their journal entries with classmates. After going for a walk in the snow the children and teacher compose a group story to record their observations. The children then illustrate individual copies of the story. The children draw, model or write about their favourite animals. <ul style="list-style-type: none"> Child 1 draws a picture of a bear. Child 2 makes a cat from modelling clay. Child 3 draws a picture and writes, “I lik tgr.” The children share pictures about a neighbourhood walk and comment about their pictures, using a software presentation program. After reading <i>Humpty Dumpty</i> displayed in a pocket chart, children match pictures of the nursery rhyme with the phrase strips. Using big books, children describe what they see happening in the pictures. The teacher then reads the print to tell the story. After writing a class book, children work together to organize the pages; e.g., cover with title and authors, story or events in correct sequence. At story time, a child places a familiar big book on the stand, opens it, and indicates where the class should start reading.

KINDERGARTEN

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies</p> <ul style="list-style-type: none"> begin to use language prediction skills when stories are read aloud ask questions and make comments during listening and reading activities recall events and characters in familiar stories read aloud by others read own first name, environmental print and symbols, words that have personal significance and some words in texts <p>Use textual cues</p> <ul style="list-style-type: none"> attend to print cues when stories are read aloud 	<ul style="list-style-type: none"> While reading <i>Rosie's Walk</i> aloud, the teacher pauses and asks: "What do you think will happen next?" Child 1: The fox is going to eat Rosie. Child 2: The bees will sting the fox. While listening to <i>Time to Sleep</i>, the students chime in, "But first I must tell _____ (e.g., snail, ladybug, woodchuck)". While listening to texts or presentations, children say such things as: <ul style="list-style-type: none"> How did they do that? That happened to me when ... At the story centre, the children use felt cutouts and the feltboard to retell <i>Cinderella</i>. After listening to an adult or older student read the story of <i>Goldilocks and the Three Bears</i>, the children retell the story together. Child 1: Once upon a time there were three bears. Child 2: They lived in the woods. Child 3: There was a daddy bear, a mommy bear and a baby bear ... The children identify examples of such environmental print as "Stop," "Exit," "School". When the children arrive at school, they pick out their own name card and put it on the attendance chart to show they are present. They also might identify the names of children who are absent. As they sing along to the song "Six Little Ducks," the children point out on a chart the words, "ducks" and "quack". Using an interactive software program, a child clicks on each individual word in a story. The word is highlighted and pronounced. The child repeats the word and reads on.

KINDERGARTEN

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use textual cues (continued)</p> <ul style="list-style-type: none"> begin to identify some individual words in texts that have been read aloud <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> begin to make connections among sounds, letters, words, pictures and meaning identify and generate rhyming words in oral language hear and identify sounds in words 	<ul style="list-style-type: none"> On the morning message chart, a child identifies and underlines the word “Mom” in the sentence “My Mom had a new baby.” A child recognizes the word “black” from the colour chart, when the class shares the poem <i>I Like Bugs</i> in the anthology <i>For the Love of Language</i>. Sam recognizes the letter “S” in a STOP sign and says, “There’s my ‘S’ like Sam.” When looking through a picture book on zoo animals, children identify the pages that tell about monkeys by looking at the pictures. A group of children is playing “I Spy.” One child says, “I spy with my little eye something that begins with /b/.” When children hear three words, such as hat, bat and ball, they choose the one that does not rhyme. While playing a rhyming game and hearing the word cat, children give such rhyming responses as bat, fat, jat. In a rhyming song, such as “Down by the Bay,” children complete a rhyming sentence, such as: “Did you ever see a <u>bear</u> sitting in a <u>chair</u>?” The children are composing a group story about colours. The teacher scribes the story on chart paper and stops at such words as red, green, black, purple, yellow, orange. Students answer such questions as: <ul style="list-style-type: none"> What sound do you hear at the beginning of the words? What other sounds do you hear in the words? The children identify the word that begins with a different sound in a list of words, such as hat, hill, ball. The children identify the word that ends with a different sound in a list of words, such as cat, sat, cap. The children hear and identify the beginning and ending sounds in specific words from a story read aloud by the teacher.

KINDERGARTEN

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use phonics and structural analysis (continued)</p> <ul style="list-style-type: none"> associate sounds with consonants that appear at the beginning of personally significant words 	<ul style="list-style-type: none"> A child is looking through a personal word list: Teacher: Can you tell me what this word is? Child: Snake. Teacher: Yes. It's snake. And the first letter is "s." What is the first sound you hear in the word "sssnake"? Child: ssssss Teacher: That's right. Looking at a picture book about farm animals, children are able to find the word "duck" in the accompanying print by knowing the sound /d/ and looking for a word that starts with the letter "d". On David's special day, when his teacher holds up his name card and points to the first letter of his name, David says "My big 'D' and my small 'd' sound the same."
<p>Use references</p> <ul style="list-style-type: none"> name and match the upper and lower case forms of letters copy scribed words and print texts to assist with writing 	<ul style="list-style-type: none"> The children use a stamping kit at the printing centre, or computer software, to name and match upper and lower case letters. The children play "Go Fish", using cards with upper and lower case letters. Referring to a chart story, the teacher says, "This word is Mother. It begins with a capital 'M'. Can anyone point to a word beginning with a small 'm'?" One of the children points to the word "morning". At the writing centre, a child copies words seen in the classroom. The children draw pictures of what they did at recess and label them with scribed words, words from a class word chart or a picture dictionary.

KINDERGARTEN

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs listen and view attentively identify favourite stories and books <p>Construct meaning from texts</p> <ul style="list-style-type: none"> relate aspects of oral, print and other media texts to personal feelings and experiences talk about and represent the actions of characters portrayed in oral, print and other media texts 	<ul style="list-style-type: none"> The children sit and listen to an adult read the story <i>The Three Billy Goats Gruff</i>. Some children take turns saying the words “trip-trap, trip-trap” in voices appropriate to each of the three billy goats. After listening to <i>The Party</i>, one group of children role play a family birthday party in the house centre. Another group paints pictures of a birthday party scene in the painting centre. As the child in the story chair shares a picture story, the other children listen. At library time, the children choose favourite books to sign out and take home to read. The children choose a favourite book to share with a reading buddy or a small group of classmates, or to listen to in the listening centre. Using magazines, children cut and paste pictures of their favourite animals. After viewing <i>The Velveteen Rabbit</i>, the children talk about and draw a favourite old toy. After reading stories about pets, the children discuss the issues and responsibilities of owning a pet. After the children view the video <i>The Gingerbread Man</i>, they make gingerbread puppets and use them to retell the story. After a field trip to a hospital, the children role play a doctor’s/nurse’s duties.

KINDERGARTEN

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts (continued)</p> <ul style="list-style-type: none">• tell about experiences similar or related to those in oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none">• experiment with sounds, words, word patterns, rhymes and rhythms	<ul style="list-style-type: none">• After listening to <i>Clifford the Big Red Dog</i> and <i>Clifford's Pals</i>, children comment on Clifford's problem in each book and how Clifford solves his problem. The children discuss what other kinds of problems a dog could encounter.• After the teacher reads <i>The School</i>, children relate the events in the story to their own school experiences.• While looking at photographs of a child's camping trip, other children tell about their own vacations. <ul style="list-style-type: none">• After singing and clapping along with the song "Down by the Bay," the children create their own verses; e.g., "Did you ever see a dog kissing a hog, down by the bay?"• The children play with rhythm instruments while listening to a song or poem.

KINDERGARTEN

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
Understand forms and genres <ul style="list-style-type: none">• experience a variety of oral, print and other media texts	<ul style="list-style-type: none">• After listening to the story <i>Goldilocks and the Three Bears</i>, the children want to learn about real bears. They look at some books and watch a video about bears. At circle time, the children discuss real bears—what they eat, what they do, where they live, where they sleep.• The children participate in a shared reading of <i>Blue Sea</i>. One child comments that the big fish words are all pink and the little fish words are all yellow.
Understand techniques and elements <ul style="list-style-type: none">• develop a sense of story through reading, listening and viewing experiences• identify the main characters in a variety of oral, print and other media texts	<ul style="list-style-type: none">• While a group of children share the wordless book <i>The Snowman</i>, one child tells the story, using the pictures.• After listening to one child tell a story, another child exclaims, “That’s like <i>Cinderella</i>, only with cowboys!”• The children talk about the characters and act out <i>Rumpelstiltskin</i> in the puppet centre.• While learning about fairy tales, children dress up and pretend to be knights, princesses and dragons in a castle.
Experiment with language <ul style="list-style-type: none">• appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes, personal songs	<ul style="list-style-type: none">• The children chant familiar poems, and they create some new rhymes.• The children chant the nursery rhyme “Diddle Diddle Dumpling” and dramatize it.• The children sing songs in various languages and from different cultures.

KINDERGARTEN

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
Generate ideas <ul style="list-style-type: none">• contribute ideas and answer questions related to experiences and familiar oral, print and other media texts	<ul style="list-style-type: none">• The children examine and talk about leaves during a park visit. Child 1: This part looks like a spine. Child 2: Everyone has a spine. Child 3: And this part could be a leg. Child 4: And look, it can walk! (Pretends to make it walk.)
Elaborate on the expression of ideas <ul style="list-style-type: none">• listen to and recite short poems, songs and rhymes, and engage in word play and action songs	<ul style="list-style-type: none">• The children recite <i>Alligator Pie</i>, as they follow the text on a large pocket chart. They then make up their own version.• The children dance and sing to “At the Hop”.
Structure texts <ul style="list-style-type: none">• draw, record or tell about ideas and experiences	<ul style="list-style-type: none">• A child draws a picture of a pet puppy, asks an adult to print “My Puppy Ruff” under the picture, and then traces over the print or copies it.• A child draws a picture of a soccer game and writes “4” on the picture. At circle time, the child shows the picture to the class and tells them about the game, explaining that “4” means the number of goals scored.
<ul style="list-style-type: none">• talk about and explain the meaning of own pictures and print	<ul style="list-style-type: none">• A child tells a story to the class about a picture created with pastels, chalk and crayons in the craft centre.

KINDERGARTEN

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Draft Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> attend to oral, print and other media texts on topics of interest make statements about topics under discussion <p>Determine information needs</p> <ul style="list-style-type: none"> ask questions to satisfy personal curiosity <p>Plan to gather information</p> <ul style="list-style-type: none"> suggest ways to gather ideas and information 	<ul style="list-style-type: none"> When a Grade 2 student gives a presentation on magnets, the children listen attentively and ask questions about how magnets work. The children play a memory game, using dinosaur models. <ul style="list-style-type: none"> The children identify each dinosaur in a display. The teacher covers the dinosaur display with a towel and removes one of the models. After the towel is removed, the children try to identify which dinosaur is missing. After reading <i>Have You Seen Birds?</i>, the children discuss birds and bird feeders. <p>Child 1: We made a feeder at home from a milk carton.</p> <p>Child 2: So did we! Ours is big! We put sunflower seeds in it.</p> <p>Child 3: How many birds visit at your feeder?</p> <p>Child 4: Can we make a feeder?</p> The children create their own boats in the craft centre and explore at the water table, if they sink or float. They ask such questions as: <ul style="list-style-type: none"> Why did my paper boat float first and then sink? What are the windows in the boat called? Will the boat float if you open them? Will my boat sink? How did you get your boat to float? After one child tells the class about a new Dalmatian puppy, the children talk about different kinds of dogs. The children brainstorm how they could find out more about dogs. <p>Child 1: My cousin has two dogs. I could ask him.</p> <p>Child 2: We could look in the school library.</p> <p>Child 3: I could ask the vet when my dog goes for shots.</p> <p>Child 4: My mom and I could check on the computer.</p>

KINDERGARTEN

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none">• seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos <p>Access information</p> <ul style="list-style-type: none">• use illustrations, photographs, video programs, objects and auditory cues, to access information <p>Evaluate sources</p> <ul style="list-style-type: none">• ask questions to make sense of information	<ul style="list-style-type: none">• The children are learning about bats and they want to draw pictures of bats. They refer to such picture books as <i>Stellaluna</i>, explore a bookmarked web site on the Internet, or question a guest speaker on the Science Hotline to get details about what bats look like. • The children observe the hatching of a baby duck from an incubated egg, in the science centre.• Using a CDROM program, the children find things that start with the letter “F”. • A child makes a paper kite at home, brings it to class and describes how it was made. Classmates ask questions:<ul style="list-style-type: none">– Why do you need a tail on the kite?– How much string do you need?– What do you do, if it is not very windy?– Where did you get the paper?

KINDERGARTEN

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record, and Evaluate

Specific Outcomes	Draft Illustrative Examples
Organize information <ul style="list-style-type: none">• categorize objects and pictures according to visual similarities and differences	<ul style="list-style-type: none">• The children categorize shells into groups according to specific attributes, like colour, shape, size and texture. As they sort the shells, they make such comments as:<ul style="list-style-type: none">– This shell is the same colour but not the same size.– All of these shells are white.– This shell is bumpy, and these are smooth.• Each child puts a shoe into a pile. The teacher sorts the pile according to a particular attribute, such as laces or no laces. The children then try to determine the teacher’s secret sorting criteria.
Record information <ul style="list-style-type: none">• represent and talk about ideas and information; dictate to a scribe	<ul style="list-style-type: none">• After the children watch baby chicks hatch, they illustrate the process in their writing journal. The children then dictate the sequence of events as a parent or older student records.• After listening to the story <i>A Lost Button</i> in <i>Frog and Toad are Friends</i>, children look through a collection of buttons to choose a favourite one. One child draws a button and dictates, “My button is little and pink. It has two holes.”
Evaluate information <ul style="list-style-type: none">• share new learnings with others	<ul style="list-style-type: none">• After building a car in the block centre, a child explains to a peer how the wheels were connected to make the car move.• Two children build a tower in the block centre. The teacher takes pictures during the building process. Other children see and use the resulting photographs as a reference during block play.

KINDERGARTEN

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">• share ideas and information about topics of interest <p>Review research process</p> <ul style="list-style-type: none">• share information-gathering experiences	<ul style="list-style-type: none">• While playing a tabletop hockey game, a child shares information about playing a favourite sport, hockey:<ul style="list-style-type: none">– You have to wear a helmet and skates.– You hit the puck with a hockey stick.– When the puck goes in the net, it's a goal! • After presenting their class-made big book about penguins to the Grade 1 class, the children tell the audience how they got their information.<ul style="list-style-type: none">Child 1: We looked in books, and we saw pictures of the rookeries.Child 2: A video told us that penguins live in the Antarctic.Child 3: We had a speaker from the zoo who told us about krill and squid.• The children research penguins on the computer. With help, they highlight an interesting piece of information and create a drawing linked to the information, using a software drawing program.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples
Appraise own and others' work <ul style="list-style-type: none">make statements related to the content of own and others' pictures, stories or talk	<ul style="list-style-type: none">While one child shares a journal from the author's chair, the other children make comments; e.g., Child 1: What did you do at the park? Child 2: Your yellow and orange leaves look like the ones in the park.While building a snowman one child comments, "This reminds me of how Sadie made her snowman in <i>Sadie and the Snowman</i>."
Revise and edit <ul style="list-style-type: none">retell ideas to clarify meaning in response to questions or comments	<ul style="list-style-type: none">A child tells the group about losing a tooth the previous night and responds to questions from classmates.<ul style="list-style-type: none">How did your tooth come out?What were you eating at the time?Did it hurt?What did you do with your tooth?
Enhance legibility <ul style="list-style-type: none">form recognizable letters by holding pen or pencil in an appropriate and comfortable manneruse letters and directional arrow keys on the keyboard	<ul style="list-style-type: none">The children practise writing letters in a sand/rice table, using a manipulative.A child draws a picture of a house and family and labels it "My Home".At the computer centre, children type in their names to access a software counting program. They then use the directional keys to identify the numeral choices in the game.
Expand knowledge of language <ul style="list-style-type: none">explore and experiment with new words and terms associated with topics of interest	<ul style="list-style-type: none">While learning about spring, the teacher reads the book <i>One Bright Monday Morning</i>. The children then brainstorm what they might see on their way to school in springtime.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Expand knowledge of language (continued)</p> <ul style="list-style-type: none">• experiment with rhymes and rhythms of language to learn new words <p>Enhance artistry</p> <ul style="list-style-type: none">• experiment with sounds, colours, print and pictures to express ideas and feelings	<ul style="list-style-type: none">• The class compose their own zoo version of “Old MacDonald Had a Farm”.• The children use the poem <i>Dinosaur Dinner</i>, in the anthology <i>'Til All the Stars Have Fallen</i>, to learn the names of dinosaurs. <ul style="list-style-type: none">• The children read a story in a software reading program. They then use the draw and paint tool bar to colour their own version of the story.• While the teacher reads the book <i>Leo the Late Bloomer</i>, children observe and discuss how the illustrator depicts the drawing, writing and voices of the different animals.• While reading the rhyming book <i>Each Peach Pear Plum</i>, the children search the pictures for the clues to “I Spy”.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Draft Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> develop a sense of sentence <p>Attend to spelling</p> <ul style="list-style-type: none"> hear and identify dominant sounds in spoken words demonstrate curiosity about visual features of letters and words with personal significance connect letters with sounds in words print own name correctly, and copy environmental print and words with personal significance 	<ul style="list-style-type: none"> While the teacher is reading <i>Don't Forget the Bacon</i>, the children complete the repeated oral cloze "... and don't forget the bacon." After the children sing the song "Mr. Sun," the teacher asks them what sound they hear at the beginning of the word "sun". The children identify the sound and name other words that begin with /s/. On a language experience chart, children point out all the words that begin with the same letter as "Dad" or their own name. In the house centre, a child prepares for shopping by writing a pretend grocery list. In the painting centre, the children experiment painting their names in fancy, colourful letters. The children try to form letter shapes by using their bodies. Using the alphabet book <i>On Market Street</i>, children identify the beginning letter, and its sound, of the gifts that are purchased in the shops along Market Street. A child points out that the word "jam" on the food chart begins with the same letter and sound as does the child's own name. A child makes a journal entry about a pet cat, and draws and labels the picture with the letters "cat," copied from a classroom chart.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">• recognize capital letters and periods in print texts • capitalize first letter of own name	<ul style="list-style-type: none">• After the children take a walk in the fall leaves, they dictate a class story: Child 1: We rolled in the leaves. Child 2: The leaves were yellow and crunchy. The teacher talks through the sentences while writing, and the children recognize that each child's statement begins with a capital letter and ends with a period.• Two children are looking at a class story, recorded on chart paper: Child 1: Can you find my name? It starts with a capital "T". Child 2: Yes. It's here (points) and here (points).• The children sign a thank you card, using their own name cards as models.• The children spell their names, using upper and lower case magnetic letters.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples
<p>Present information</p>	
<ul style="list-style-type: none"> share ideas and information about own drawings and topics of personal interest 	<ul style="list-style-type: none"> After listening to a humorous poem, children draw pictures of incidents that made them laugh and share their drawings.
<p>Enhance presentation</p>	
<ul style="list-style-type: none"> use drawings to illustrate ideas and information, and talk about them 	<ul style="list-style-type: none"> After watching a video on butterflies or listening to the teacher reading books such as <i>The Very Hungry Caterpillar</i> or <i>Butterfly and Moth</i>, the children illustrate and tell about the life cycle stages of butterflies.
<p>Effective oral and visual communication</p>	
<ul style="list-style-type: none"> speak in a clear voice to share ideas and information 	<ul style="list-style-type: none"> A child shares a picture of the family pet dog with classmates at circle time, and talks, in a clear voice, about the dog's name, what the dog looks like and what tricks the dog performs.
<p>Demonstrate attentive listening and viewing</p>	
<ul style="list-style-type: none"> follow one- or two-step instructions 	<ul style="list-style-type: none"> After the teacher and children sing a "goodbye" song, the children respond appropriately to the teacher's directions; e.g., "Put on your coats, then line up at the door."
<ul style="list-style-type: none"> make comments that relate to the topic being discussed 	<ul style="list-style-type: none"> The children ask questions and make comments about a bird's nest the teacher brought to class. For example: <ul style="list-style-type: none"> Where did you find the nest? Did the nest have eggs in it? I found a nest once when we were camping, and it had three blue eggs in it.

KINDERGARTEN

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples
Appreciate diversity <ul style="list-style-type: none">• explore personal experiences and family traditions related to oral, print and other media texts	<ul style="list-style-type: none">• The children make a birthday graph to show how many children have a birthday in each month.• After reading <i>Rolly's Bear</i>, children talk about stories told to them by older family members.
Relate texts to culture <ul style="list-style-type: none">• explore oral, print and other media texts from various communities	<ul style="list-style-type: none">• After reading <i>Thor</i>, children discuss their different cultural backgrounds: Child 1: I am Icelandic like Thor! My grandmother makes vinarterta cake like Thor's does! Child 2: Can she make some for us? The children write an invitation to the grandmother inviting her to come to the school and bring pictures of Iceland, her collection of Icelandic sweaters and some taste samples of vinarterta.
Celebrate accomplishments and events <ul style="list-style-type: none">• share stories using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments	<ul style="list-style-type: none">• After reading <i>Just for You</i>, the children create their own version of the story to give to a parent; e.g., I wanted to make a picture just for you, but I spilled the paint.
Use language to show respect <ul style="list-style-type: none">• use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns	<ul style="list-style-type: none">• During a question and answer session after a presentation by a dog trainer, children ask: "Mr. Smith, can we please pet your dog?" After Mr. Smith agrees, they then wait for their turn.

KINDERGARTEN

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> participate in class and group activities find ways to be helpful to others <p>Work in groups</p> <ul style="list-style-type: none"> ask and answer questions to determine what the class knows about a topic listen to others' ideas <p>Evaluate group process</p> <ul style="list-style-type: none"> respond to questions about personal contributions to group process 	<ul style="list-style-type: none"> In a small group, the children work together to complete a large floor puzzle. In the painting centre, five children create a farm scene, using mixed media; e.g., paint, sponges, charcoal, feathers. The Helper of the Day takes the attendance record to the office and waters the plants in the classroom. The children visit a local nursing home to sing, draw and talk with seniors. Some children want to make applesauce and talk to others about how to do it. Child 1: You have to cut the apples into little pieces. Child 2: They get all mushy. Child 3: You need a masher. Child 4: My grandma knows how. She makes great applesauce. Some children are building a castle in the block centre: Child 1: Let's make the doorway here. Child 2: That would be a better place for the tower. Child 3: I agree. If the doorway was on the other side, we could add a bridge. The children construct a car racetrack in the block centre. They show the teacher how it works. Teacher: What part did you build? Child 1: I made the ramp and that corner. Joey helped me.

Kindergarten References
Response Draft of Illustrative Examples
November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Kindergarten to Grade 9

RESPONSE DRAFT

November 1998

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Illustrative Examples

for

English Language Arts

Grade 1

RESPONSE DRAFT

November 1998

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 1

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Draft Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> • share personal experiences that are clearly related to stories read or listened to in class • talk with others about something recently learned • make observations about activities, experiences and oral, print and other media texts 	<ul style="list-style-type: none"> • After listening to the story <i>Bread and Jam for Frances</i>, a student tells about visiting grandma’s house and not liking some of the food being served. • After reading the story <i>Corduroy</i>, students paint a picture of or bring in their favorite stuffed animal or other toy. • After listening to <i>Just Shopping With Mom</i> students record what they would choose if they were in charge of shopping. Student 1 draws a shopping cart filled with fruit and cookies. Students 2 writes “I’ll get a big steak and some salad.” • From a container, students pull objects related to a recently studied theme or topic, such as a seed, a leaf, a pinecone. Students then tell what they know about the object. • One student tells the class her father is a nurse, then another student adds that his mother is a nurse, too. • When mixing primary colours, students record results and discuss their findings. One student says, “Mixing yellow and blue makes green.” • Students visit a neighbourhood park and collect items, such as leaves, twigs and grasses, to make a collage. Students then present their collages and share thoughts and feelings about their experience.

GRADE 1

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



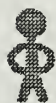
1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Experiment with language and forms</p> <ul style="list-style-type: none"> experiment with different ways of exploring and developing stories, ideas and experiences express preferences for a variety of oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none"> choose to read and write for and with others 	<ul style="list-style-type: none"> Using the poem frame for colours from <i>For the Love of Language</i>, a student writes: <ul style="list-style-type: none"> Red is like my coat Red is like an apl Red is like a fir Red is like the sn And red is like a flwr After reading <i>I Love My Mom</i>, each student creates a page for a class book, using the sentence stem, “I love my mom because....” A student talks about the book <i>Dream Weaver</i> and says, “I liked this story because the letters look like real printing and the pictures are fun to look at.” As students add the titles of books read or viewed to the story tree, they rate them with one, two or three stars. After reading <i>little blue and little yellow</i>, a student draws a picture and says, “I like it when Little Blue and Little Yellow become green.” At a letter writing centre, students choose from a variety of stationery when writing to friends, family members, or others. During class reading time, two students go to the poem chart and read together the poem <i>The Moon’s a Banana</i> from the anthology <i>Toes in My Nose</i>. A student reads to the class the birthday cards sent or made by friends. Students work in pairs to write a story for a classmate who has moved away. Each student draws an illustration to be included with their story.

GRADE 1

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples
Consider others' ideas <ul style="list-style-type: none">listen and respond appropriately to experiences and feelings shared by others	<ul style="list-style-type: none">Students participate in a class meeting to solve a problem that has arisen, such as not cleaning up materials after use or having to wait too long for a turn at the computer. Student share their feelings about the problem and help to brainstorm possible solutions.One student tells about a new family dog. Other students tell about pets they have or would like to have.
Combine ideas <ul style="list-style-type: none">group ideas and information into categories determined by an adult	<ul style="list-style-type: none">Students work in small groups to sort transportation pictures into categories chosen by the teacher, such as wheels/no wheels, land/air/water or motor/no motor.After viewing a video on bears, students provide facts about bears and place them in categories, such as what bears look like, what bears eat, what bears do. Student 1: I saw the bear eating bugs. Teacher: Where will we put that? Student 1: In the eating part. Student 2: I saw the bear had white fur. Teacher: Where would that go? Student 2: What bears look like.
Extend understanding <ul style="list-style-type: none">ask questions to get additional ideas and information on topics of interest	<ul style="list-style-type: none">After listening to the Special Student of the Week tell about such things as family, favourite activities, pets, food preferences, friends, students ask questions to find out more, such as:<ul style="list-style-type: none">What do you want to be when you grow up?What is your favourite food?Why is soccer your favourite game?After listening to the story <i>Stellaluna</i>, students ask such questions as:<ul style="list-style-type: none">Do all bats hang upside down?Don't bats eat bugs, too?Do bats have nests like birds do?

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none">• use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts• use knowledge of pictures, letters, words, sentences, predictable patterns and rhymes to construct and confirm meaning• use knowledge of print, pictures, book covers and title pages to construct and confirm meaning	<ul style="list-style-type: none">• After a student's story about a favourite place has been entered in a word processing program, the student chooses the cheerful voice on the menu to have the computer read it back.• When reading a book about zoo animals, a student predicts the unfamiliar word "giraffe," and says "I think that must be 'giraffe' because I looked at the picture."• A student chooses a book about farm animals and says, "I'm sure there will be horses and cows in here, because I saw them at a farm."• Students read <i>Each Peach Pear Plum</i>, and then use rhyming words to predict unfamiliar text, such as: Each peach, pear, plum I spy Tom _____ Tom Thumb in the cupboard I spy Mother _____.• A student uses a loud voice when reading BOOM printed in upper case letters in <i>Chicka Chicka Boom Boom</i>.• Children look through the story <i>The Grouchy Ladybug</i> and make predictions about the story, using the pictures, the print size and the clocks. Student 1: The Ladybug keeps meeting bigger animals. The pages and the letters are getting bigger. Student 2: I knew it would take a whole day because the Sun came up and went back down.• A student looks at the pictures in a book and tells a story about the pictures in her first language, Cantonese.• During library book exchange, a student looks at the cover of a book, opens it to random pages, and decides to take it home to read, saying, "This book looks interesting. I think I can read all the words."

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies</p> <ul style="list-style-type: none"> • use language prediction skills to identify unknown words within the context of a sentence • use a variety of strategies, such as making predictions, rereading and reading on • talk about print or other media texts previously read or viewed • identify the main idea or topic of simple narrative and expository texts • identify by sight some familiar words from favourite print texts 	<ul style="list-style-type: none"> • Students use meaning, grammatical and phonics cues to read the unfamiliar word 'kitten' in the sentence, "I see a cat and her baby kitten." • A student reads, "I saw the dog 'big' up the bone", stops, pauses and rereads, "I saw the dog 'dig' up the bone." • When reading, a student pauses at an unfamiliar word, skips it and says a placeholder word like "blank" and reads on to make sense of the sentence: The (blank) has a long gray trunk, big feet and large ears. The student then rereads the sentence, inserting the word "elephant." • A student chooses a book recently read and talks about some of the following to a small group: title, where the story takes place, favourite character and part, and reasons for these choices. • Students discuss the video, <i>Franklin's New Friend</i>, viewed in class. They take turns telling about the story. Student 1: Moose had a really big bed. Student 2: Franklin was scared to meet Moose. Student 3: I liked Moose. • After watching a video, a student tells that it was about a bird that hurt its wing, but someone made it better and the bird flew away. • Students view a wordless picture book and tell, in their own words, what the story is about. • By using such visual cues as location of the text, capital letters, word shape and length, beginning letters and double consonants, together with context cues, students recognize the names of characters in favourite stories, or words associated with personal interests, such as hockey, pizza and dinosaurs. • Students collect words that they know from magazines, newspapers, old story books. The words are copied and displayed on a word wall. Several students recognize "Stop" in a story they are reading and go to the word wall, saying, "Here's that word: It's 'Stop'."

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none">• identify high frequency words by sight• read aloud with some fluency and accuracy, after rehearsal• self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p> <ul style="list-style-type: none">• preview book cover, pictures and location of text to assist with constructing and confirming meaning	<ul style="list-style-type: none">• In their reading materials, students read by sight such frequently used words as and, away, said, look, see.• Students write frequently used sight words in a personal word list or book. A student sees a word in a new book and finds it in a personal list.• Students play vocabulary games in pairs or small groups. Note: Some sources for lists of frequently used words include:<ul style="list-style-type: none">– <i>Reading Instruction That Makes Sense</i>– <i>The New Reading Teacher's Book of Lists</i>– <i>A Basic Sight Vocabulary of 220 Words</i>– <i>Spelling Sourcebook I.</i>• Using a readers' theatre text or a familiar story with a variety of characters, individual students take on characters, practise their lines and present the text as readers' theatre.• Using a favourite poem from a selection, such as <i>Read-Aloud Rhymes for the Very Young</i> or <i>Where the Sidewalk Ends</i>, students rehearse for a choral presentation at a school assembly.• A student reads, "The dog was a bone," realizes it does not make sense, self-corrects and reads, "The dog saw a bone." <ul style="list-style-type: none">• A group of students is looking at a labelled map of the school: Student 1: This must be "office" because it's by the front door. Student 2: And the word starts with "O." • After previewing the book cover, students draw pictures to show what they think the book will be about. They check their predictions as the teacher reads the story.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use textual cues (continued)</p> <ul style="list-style-type: none">• use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading <p>Use phonics and structural analysis</p> <ul style="list-style-type: none">• segment and blend sounds in words spoken or heard• use phonic knowledge and skills to read unfamiliar words in context	<ul style="list-style-type: none">• Students use capital letters and periods to locate the beginning and ending of sentences displayed in a pocket chart.• Students match print to speech in big books by pointing to the words as they read them.• Students read today's news or class story and identify the beginning of the sentence by tracing over the upper case letter with a green marker (Go) and circle the end punctuation with a red marker (Stop).• Students break down words from their personal word lists, such as cat, drop and map into sounds as in c-a-t, dr-o-p, m-a-p.• Students repeat such words as classmate's names, and clap out the syllables: Nan-cy, Mo-ham-med, Al-ex-an-der.• Given word endings such as -oat or -un, students add initial sounds to form words such as goat, boat or run, fun, sun.• When reading a chart story about <i>Cinderella</i>, the student correctly associates the sound /s/ with the initial consonant 's' to identify the word 'sister' in context.• When reading and writing, students demonstrate consistent sound-symbol associations with:<ul style="list-style-type: none">– consonants b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z– consonant blends bl, pl, br, tr, st, gr, dr, fr, fl– consonant digraphs ch, sh, wh, th (voiced)– short vowels a, o, u e, i.• When reading the sentence, "The car was driving down the road." a student chooses to read the word as "road" rather than "street" because the student recognizes the initial consonant "r."

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use phonics and structural analysis (continued)</p> <ul style="list-style-type: none">• use analogy to generate and read phonically regular word families• associate sounds with letters and some letter clusters <p>Use references</p> <ul style="list-style-type: none">• use a displayed alphabet as an aid when writing• recite the letters of the alphabet in order• use personal word books, print texts and environmental print to assist with writing	<ul style="list-style-type: none">• When given the word “day” students generate a list of rhyming words, such as play, say, may.• When reading, students identify such words as “frog” and “jog” because they already know the word “dog.”• When students sing the last line of “Are You Sleeping” (Ding, dang, dong), they repeat the last line changing the initial consonant according to consonant cards being displayed by the teacher or students, such as M– ming, mang, mong, F–fing, fang, fong, Z–zing, zang, zong.• When looking at the word “grin” a student says, “I see the word ‘in’ in ‘grin’.”• When given the word “brown”, students are able to generate a list of words that begin with the same blend; e.g., brown, bread, break, bright, broke, bring.• The student locates the letter “k” on a wall alphabet to verify letter formation when printing “kite.”• When looking for the letter “M” a student sings the alphabet song, pointing to the letters on the displayed alphabet until coming to “M.”• A student wrote a story about grandmother and asked the teacher to print “Grandma” in a personal word book. The student finds the word in the word book when writing another story about family.• Students refer to a word wall for commonly used words when writing in their journals.• A group of students use such classroom labels as door, table and chalkboard, when making a map of the classroom.• A student uses <i>My First Word Book</i> for assistance with words when writing about the jungle.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none">participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoonsillustrate and enact stories, rhymes and songsremember and retell familiar stories and rhymes	<ul style="list-style-type: none">Students listen to and join in reciting repetitive text or predictable words, from such books as <i>The Funny Little Woman</i>; <i>The Elephant's Child</i>; <i>Peter's Moccasins</i>; <i>Raven</i>; <i>Winter White</i>; <i>Big Boy</i>.Students look at the artwork of Ted Harrison, in such books as <i>O Canada</i> or <i>Children of the Yukon</i>. They observe and discuss his style and technique, then use it in their own pictures made with paints, oil pastels, crayons or markers.Students illustrate their favourite part of a story.Students role play stories and nursery rhymes as someone reads or retells them.Students make storyboards or stick puppets to help in retelling familiar stories and rhymes.Students read a story. They then draw pictures of the story on an overhead transparency and use the pictures to share the story with others.
<p>Construct meaning from texts</p> <ul style="list-style-type: none">relate aspects of stories and characters to personal feelings and experiences	<ul style="list-style-type: none">Student listens to <i>Chester Bear, Where Are You?</i> and respond to such questions as:<ul style="list-style-type: none">Have you ever lost a favourite toy?How did you feel?Where did you look?Who helped you?After reading <i>The Doorbell Rang</i>, students share about a time when friends came over to visit. They talk about what they would do, if there were too many people at their house and not enough cookies.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts (continued)</p> <ul style="list-style-type: none"> retell interesting or important aspects of oral, print and other media texts tell or represent the beginning, middle and end of stories tell, represent or write about experiences similar or related to those in oral, print and other media texts 	<ul style="list-style-type: none"> Students listen to <i>Annie & Co.</i>, and then list in order the things that Annie fixes. A group of students chooses to draw a circular map labelling the events along the road and back home again. <div data-bbox="616 776 1309 1144" data-label="Diagram"> </div> Students listen to or read <i>Sing a Song of Mother Goose</i> and one student comments, "The playdough illustrations make the people and animals look so real." Using a software presentation program, a student retells <i>Noisy Nora</i> in three frames and uses the mouse to move from frame to frame while telling a partner about the story. Following a discussion of events in the story <i>Bibi and the Bull</i>, students do a tableau of the beginning of the story. They continue with tableaux for events from the middle and end of the story. Students use an appropriate shape, such as a castle or forest, divided into three sections, to represent the beginning, middle and end of fairy tales. Students write journal entries about events in their lives that they are reminded of when they listen to <i>You'll Soon Grow into Them, Titch</i>. After listening to the story <i>The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear</i>, students illustrate and talk about a time when they had difficulty sharing.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
Understand forms and genres <ul style="list-style-type: none">distinguish differences in the ways various oral, print and other media texts are organizedidentify various forms of media texts	<ul style="list-style-type: none">A group of students look through two or three types of texts, such as magazines, story books, telephone directories, or web sites, and identifies ways in which they are organized differently.Some students are finding out about sharks. Student 1: This magazine has some good pictures of sharks. Student 2: This book tells lots of information about what sharks eat and where they live. Student 3: Why don't we ask the teacher to help us find sharks on the Internet. Sometimes there are videos.Students generate a list of such sources as TV, video, newspapers, magazines, CDROMs, web sites and tapes to find information and ideas on the theme "Life Under the Sea."
Understand techniques and elements <ul style="list-style-type: none">know that stories have beginnings, middles and endingstell what characters do or what happens to them in a variety of oral, print and other media texts	<ul style="list-style-type: none">The students listen to the story <i>Mom, The School Flooded</i>. Students then write and share their own endings to the story.A student reads <i>Clifford, The Small Red Puppy</i> and says, "When the story starts Clifford is just a little puppy. He gets bigger and bigger and at the end he's huge."After reading <i>What's in Fox's Sack?</i>, students choose a character and role play the story together. Student 1: I'm the fox so I need to pretend I'm carrying the little boy. Student 2: I'm the big watchdog so I get to chase the fox away.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Understand techniques and elements (continued)</p> <ul style="list-style-type: none">• demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play	<ul style="list-style-type: none">• Students use such patterns as: <u>Yellow, yellow</u> What is <u>yellow</u>? A <u>Sun</u> is <u>yellow</u> As <u>hot</u> as can be to change the underlined words and make a personal verse, such as: <u>Blue, blue</u> What is <u>blue</u>? An <u>ocean</u> is <u>blue</u> As <u>wet</u> as can be.• Students present a choral reading of <i>One Grey Mouse</i> to the Kindergarten class.• After singing “The Bear Went Over the Mountain,” students make up actions to go along with the song.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none">generate and contribute ideas for individual or group oral, print and other media texts	<ul style="list-style-type: none">Students base their own stories on familiar story characters or include familiar story characters in their own adventures.Students brainstorm a list of possible writing topics. These are recorded and posted in the classroom and/or kept in student journals.Children use a computer software program to rewrite a familiar story; e.g., “I put my name in the story.” “I added my sister to the story.”In a pattern substitution activity using the song “The Bear Went Over the Mountain” students generate a list of prepositions to use instead of over and finish the phrase with an appropriate noun. Student 1: The bear went around the tree. Student 2: The bear went in the cave.
<p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none">change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts	<ul style="list-style-type: none">Students change key words in a song to create original songs: One little, two little, three little <u>snowflakes</u> Four little, five little, six little <u>snowflakes</u> Seven little, eight little, nine little <u>snowflakes</u> Ten little <u>snowflakes falling from the sky.</u>Students add new ideas to extend pattern stories, such as <i>All By Myself</i>:<ul style="list-style-type: none">I wanted to _____ all by myself, but _____.I wanted to <u>zip up my coat</u> all by myself, but <u>the zipper got caught on my shirt.</u>Students listen to <i>Mabel Murple</i> and then generate a verse for other colours, such as: Yolanda Yellow’s house was yellow So was Yolanda’s <u>bed</u> Yolanda Yellow’s cat was yellow So was her <u>sled.</u>Students choose rhyming words from a word wall to create a new verse for “Down By the Bay”. One student draws a fat snake sitting on a birthday cake and writes “Did you ever see a snake eating a cake.”

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Structure texts</p> <ul style="list-style-type: none">• write, represent and tell brief narratives about own ideas and experiences• recall and retell or represent favourite stories	<ul style="list-style-type: none">• Students write several short sentences that are related to one idea, such as <i>My Neighbourhood</i> or <i>A Visit to a Friend's House</i>. They illustrate their writing and share it with the class.• Before reading <i>Just Like Daddy</i>, students talk about special times or activities shared with a favourite adult.• After reading <i>The Three Little Pigs</i> some students build houses out of building blocks, straw and wooden sticks. One student brings in a hair dryer to test which house is the strongest.• Students make puppets and create a setting to tell a familiar story, such as <i>Goldilocks and the Three Bears</i> or <i>Little Red Riding Hood</i>.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Draft Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> • explore and share own ideas on topics of discussion and study • connect information from oral, print and other media texts to topics of study • ask and answer questions to satisfy information needs on a specific topic 	<ul style="list-style-type: none"> • Students brainstorm ideas about a topic and contribute to a group web: <div style="text-align: center; margin: 10px 0;"> <pre> graph TD Space((Space)) --- astronauts Space --- spaceships Space --- planets Space --- stars Space --- Moon Space --- Sun </pre> </div> • Individual students share ideas about favourite sports. Student 1: I love to play baseball. Student 2: I like watching baseball on TV. Student 3: I play soccer. I'm on the red team. • Students interview partners about what they want to be when they grow up and why. • Students listen to a poem about penguins from <i>Antarctic Antics</i> and then add new information from the poem to a classroom web or chart. • After reading books and looking at pictures of families, students talk about their own families. • Students survey the class to find out which fruits the class prefers in order to make fruit kabobs. They ask questions like "Do you like bananas, apples, grapes, oranges, kiwi?" The class graphs the responses and determines how much of each fruit is needed to make enough kabobs for everyone in the class. • When discussing family traditions, students ask their parents what games and activities they liked when they were children. They then share this information with the class. • In small groups, students brainstorm questions to ask staff members about their responsibilities in the school.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Plan to gather information</p> <ul style="list-style-type: none">• follow spoken directions for gathering ideas and information	<ul style="list-style-type: none">• After reading <i>Charlie the Caterpillar</i>, some students want to learn more about caterpillars. During library time the teacher tells them where the nature books are located, and they find some books about caterpillars.• Planning for the class picnic, two students are asked to question their classmates if they would rather have mustard, ketchup or relish on their hot dogs, and record the answers. As one student asks for preferences, the other records M for mustard, K for ketchup and R for relish on the tally paper.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none">• find information on a topic using a variety of sources, such as picture books, concept books, people and field trips	<ul style="list-style-type: none">• After a neighbourhood walk, students record what they saw, heard and smelled, and then discuss these with classmates.• During Fire Safety Week, students listen to a firefighter talk about fire safety. They record ideas in pictures and print, and ask their parents about their own fire escape route at home.
<p>Access information</p> <ul style="list-style-type: none">• use text features, such as illustrations, titles and opening shots in video programs, to access information• use questions to find specific information in oral, print and other media texts• understand that library materials are organized systematically	<ul style="list-style-type: none">• A group of students views a painting of a fall scene, and makes observations about fall.• From the title and illustrations, students predict the content of the story <i>The Balloon Tree</i>.• Students brainstorm specific questions they have about bears: How many kinds of bears are there? Do all bears hibernate? Can bears swim? The students look for the answers in such sources as non-fiction books, pictures, videos.• Students understand that picture books are in one area of the library and information books are located in another part of the library: Student 1: I want to find a book with pictures of snakes. Student 2: You need to look on the other side of the shelf. These books are stories.
<p>Evaluate sources</p> <ul style="list-style-type: none">• match information to research needs	<ul style="list-style-type: none">• Students look at the covers and titles of books to see if they contain information on a topic of interest.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Draft Illustrative Examples										
<p>Organize information</p> <ul style="list-style-type: none"> • identify or categorize information according to sequence, or similarities and differences • list related ideas and information on a topic, and make statements to accompany pictures 	<ul style="list-style-type: none"> • Students arrange pictures in sequential order to show the growth of a plant. • After listening to <i>The Paper Bag Princess</i> and watching the video, students complete a class T chart showing similarities and differences between the book and the video: <table border="1" data-bbox="650 786 1338 981"> <thead> <tr> <th>same</th> <th>different</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Elizabeth rescues Ronald. • Elizabeth wears a paper bag. </td> <td> <ul style="list-style-type: none"> • The dragon goes through the kitchen. • Elizabeth goes off with the dragon and forgets about Ronald. </td> </tr> </tbody> </table> • Groups of students create floor charts when learning about a specific topic: <table border="1" data-bbox="650 1113 1315 1441"> <thead> <tr> <th colspan="2">BEARS</th> </tr> </thead> <tbody> <tr> <td> <p>What Bears Do</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Black bears hibernate.</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bears sleep in dens.</div> </td> <td> <p>What Bears Eat</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bears eat berries.</div> </td> </tr> <tr> <td> <p>Baby Bears</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Babies climb trees for safety.</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Baby bears are born with no fur.</div> </td> <td> <p>Enemies of Bears</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Humans hunt bears.</div> </td> </tr> </tbody> </table> • Students create a picture about friendship, and write about what makes a good friend; e.g., a good friend is ..., a good friend always ... 	same	different	<ul style="list-style-type: none"> • Elizabeth rescues Ronald. • Elizabeth wears a paper bag. 	<ul style="list-style-type: none"> • The dragon goes through the kitchen. • Elizabeth goes off with the dragon and forgets about Ronald. 	BEARS		<p>What Bears Do</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Black bears hibernate.</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bears sleep in dens.</div>	<p>What Bears Eat</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bears eat berries.</div>	<p>Baby Bears</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Babies climb trees for safety.</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Baby bears are born with no fur.</div>	<p>Enemies of Bears</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Humans hunt bears.</div>
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GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">• share ideas and information from oral, print and other media texts with familiar audiences• answer questions directly related to texts <p>Review research process</p> <ul style="list-style-type: none">• talk about information gathering experiences by describing what was interesting, valuable or helpful	<ul style="list-style-type: none">• A student tells a small group or the class, about a favourite rock collection.• A student brings a CDROM about mathematics from home and shows peers how to use it.• Some students paint a mural and respond to questions about it from the class.• After viewing a film about the senses, students answer such questions as “What senses do you use when you eat an ice cream cone?” “When would your sense of touch be helpful?” <ul style="list-style-type: none">• After learning about snakes, students talk together. Student 1: I liked the video on the Internet because it showed me how snakes eat. Student 2: The person who showed the snakes to our class sure knew a lot about them. Student 3: I thought snakes were slippery, until I touched one.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> ask or respond to questions or comments related to the content of own or others' pictures, stories or talk <p>Revise and edit</p> <ul style="list-style-type: none"> rephrase by adding or deleting words, ideas or information to make sense check for obvious spelling errors and missing words <p>Enhance legibility</p> <ul style="list-style-type: none"> print letters legibly from left to right, using lines on a page as a guide 	<ul style="list-style-type: none"> A student writes a story called "A Dragon" and reads it to the class. Students respond: Student 1: I like the way the dragon helped the prince and princess. Student 2: What are you going to call the dragon? Student 3: You could call it Fire Breather. One student reads to another a story written about a soccer game. Student 1: (reading) We played soccer and it started to rain. We left it in the field. Student 2: What did you leave? Student 1: The ball. I guess I should put that in. Students read their stories together in pairs. While reading, one student notices that "form" has been written instead of "from," and corrects it. Students circle words they think are misspelled in their writing, discuss them during a conference with the teacher and look for the correct spelling in a personal word book, class word wall or pictionary. Students look at samples of different writing on a transparency and identify characteristics of legible printing to make a class checklist. As they write, students refer to a class checklist to ask such questions as: <ul style="list-style-type: none"> Do my letters sit on the lines? Are my letters spaced properly? Do my letters face the right way? Students trace over teacher-made letters or words on lined paper. Students use lined paper in daily journal writing, and use a sticker or mark in the top left-hand corner of the page as a guide to begin writing.

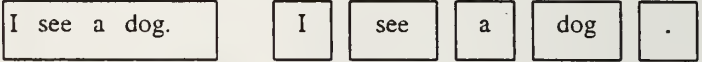

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Enhance legibility (continued)</p> <ul style="list-style-type: none"> • use appropriate spacing between letters in words and between words in sentences • explore and use the keyboard to produce text <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • identify and use an increasing number of words and phrases related to personal interests and topics of study • experiment with letters, sounds, words and word patterns to learn new words 	<ul style="list-style-type: none"> • Students cut a sentence strip apart between words and leave spaces between the words when reconstructing.  • Students use their fingers to mark spaces between words.  • Students use a computer software program that aids in helping to write stories. <ul style="list-style-type: none"> • When writing a journal entry about gymnastics class, a student asks for help with such words as “gymnastics,” “balance beam” and “coach.” • Students brainstorm words that relate to winter, such as “frosty,” “chilly,” “white,” “cold as ice” before writing a poem about winter. • Students generate lists of words from classroom materials and environmental print on a particular letter pattern, such as initial consonants, vowel combinations and word endings. They share and discuss the meaning of words. • Students generate word families by listing words that relate to a word pattern, such as sing, ring, thing, and discuss unfamiliar words in the list. • Using individual letter cards, students combine them to spell such colour words as g-r-e-e-n, b-l-u-e.

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Enhance artistry</p> <ul style="list-style-type: none">• use words and pictures to add sensory detail in oral, print and other media texts	<ul style="list-style-type: none">• When creating their own books, students choose an illustration style, such as pop-up pictures, holes in the pages, modelling clay pictures or materials of different textures.


GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Draft Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • speak in complete statements, as appropriate • write simple statements, demonstrating awareness of capital letters and periods 	<ul style="list-style-type: none"> • A student brings a mystery object to share. Student 1: Today I brought my favourite toy. Student 2: Is it soft and furry? Student 1: No, it's not soft and furry. Student 3: Is it bigger than a mouse? Student 1: Yes, it is bigger than a mouse. Student 4: Does it have wheels? Student 1: Yes, it has wheels. Student 5: Is it a truck? Student 1: Yes, it's a truck. • Students write, with or without capital letters and periods, a simple story developing one idea, e.g., Wns apoa a time a spider went out two kach sum bugs and at them for dinr tha wr good. • Students observe the growth of a plant, then illustrate and write about their observations; e.g., <ul style="list-style-type: none">  My plat got a noo lef. • Students use a green marker to trace the beginning letter of a sentence and a red marker to indicate the period at the end.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples												
<p>Attend to spelling</p> <ul style="list-style-type: none"> use knowledge of sounds of consonants and short vowels to spell phonically regular one syllable words in own writing spell phonically irregular high frequency words in own writing use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing know that words have conventionally accepted spellings <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> capitalize the first letter of names and the pronoun “I” in own writing identify periods, exclamation marks and question marks when reading, and use them to assist comprehension 	<ul style="list-style-type: none"> Students segment and blend sounds while writing: <ul style="list-style-type: none"> A student says ‘hat,’ then segments the sounds, saying /h/ then writes “h” /a/ then writes “a” /t/ then writes “t” to make “hat.” Using a personal chalkboard with squares; e.g., <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table> a student slowly repeats the word “cat”, /c/, /a/, /t/, placing a button in a square for each sound, <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>⊙</td><td>⊙</td><td>⊙</td><td> </td><td> </td><td> </td></tr></table> and then writes the word “cat” underneath. As they write journal entries or stories, students phonetically spell such high frequency words as allwas–always, bcuz–because, wok–walk, tha–they, wons–once. A student uses “best try” spelling in writing “I want to have a pet elephant.” The student remembers that elephant doesn’t have an “f” but a “ph” instead, and makes the correction. After drawing a bicycle, the students identify and label the various parts of the bicycle—pedal, wheels, seat, etc. They use their knowledge of sounds to help predict how to spell each word; e.g., “Pedal starts with the /p/ sound, That’s a P.” Students find a word they need on the word wall or class alphabet. One student asks another student, “How do you spell “truck”?” A student wants to use the word “February” in a story and so goes to the calendar and copies it correctly. <ul style="list-style-type: none"> In a story about a family tradition, a student uses capital letters for the names of family members. As students read orally, they pay attention to punctuation by stopping at periods, pausing at commas, expressing excitement at exclamation marks and raising voice/inflection at question marks. 							⊙	⊙	⊙			
⊙	⊙	⊙											

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none"> present ideas and information to a familiar audience, and respond to questions <p>Enhance presentation</p> <ul style="list-style-type: none"> add details such as labels, captions and pictures to oral, print and other media texts <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> speak in a clear voice, with appropriate volume, to an audience <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> ask questions to clear up confusing information be attentive and show interest during listening or viewing activities 	<ul style="list-style-type: none"> One student builds a birdhouse, and shows it to the class. The student explains what materials were used and demonstrates how it works, and then responds to questions from the class. A student talks about a fishing trip with a relative. Other students ask questions about fishing. Students illustrate their stories, using characters and speech balloons. A student finds pictures of different animals on the Internet, prints them, makes a booklet, and labels each picture. Students speak in a clearly audible voice to the class when sharing stories, presenting information and experiences, and when role playing. Students listen to the story <i>The Rooster's Gift</i> and ask questions. <ul style="list-style-type: none"> Student 1: What does it mean to be proud? Student 2: How can you tell if a chick is a rooster? Student 3: Why doesn't the rooster cock-a-doodle-do when the moon comes up? Student 4: What does awry mean? When students' attention is focused on a video, book or speaker, they respond appropriately to information, humour and illustrations.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> share personal experiences and family traditions related to oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> talk about other times, places and people after exploring oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> share ideas and experiences through conversation, puppets, plays, dramatic scenes and songs to celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none"> use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns 	<ul style="list-style-type: none"> A student writes about and illustrates a personal experience in a journal and, from an author’s chair, shares it with the class or a small group. <ul style="list-style-type: none"> – Yesterday I went to the wave pool with my Mom and Dad. We went down the slide. It was fun. While sharing a memory box, one student shows a picture painted with Grandma’s help, a photograph of the family on vacation, and a special handprint made in kindergarten. Students listen to stories about other children in different times and places and relate their own experiences to each story; e.g., <i>Granpa</i>; <i>I Know a Lady</i>; <i>Jamal’s Busy Day</i>; <i>Madeline</i>; <i>Island Baby</i>; <i>Crow Boy</i>; <i>Rechenka’s Eggs</i>. While viewing a senior’s collection of painted eggs, students talk about the colours and symbols on the eggs. Using shadow puppets, a small group of students collaborates to dramatize a song, nursery rhyme or story. Students are videotaped doing dances they have created. These videotapes are shared with parents during open house conferences. Students read the story <i>Effie</i>, and discuss how the way Effie spoke in a booming voice to the elephant made the elephant listen to her. Students role play specific situations to show respect: <ul style="list-style-type: none"> Student 1: Carrie, may I borrow your felts, please? Student 2: Yes, you may. When interviewing the school principal about school rules, a student asks, “Why is that rule important?”

GRADE 1

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> • work in partnerships and groups • help others and ask others for help 	<ul style="list-style-type: none"> • Students are paired with older students for daily reading. • Students work in small groups to measure the length and width of the classroom. • When reading a wordless book such as <i>Tuesday</i> students take turns telling their partners what they see on each page. Student 1: A frog flew into a dog. The dog tried to bite it. Student 2: Now lots of frogs are chasing the dog. They then discuss what the whole story is about. • Students ask for assistance from the teacher or peers when spelling unknown words: <ul style="list-style-type: none"> – How do you spell _____? – I'll help you sound it out. – It's on the word wall and in your dictionary. • Students help each other in their writing by sharing ideas or making helpful comments, such as I wonder ..., I like ... • Students trace an outline around each other to make life-sized, self-portraits.
<p>Work in groups</p> <ul style="list-style-type: none"> • ask questions and contribute ideas related to class investigations on topics of interest • take turns sharing ideas and information 	<ul style="list-style-type: none"> • Students collect information, survey peers and construct a class graph, using such questions as: <ul style="list-style-type: none"> – Does your jacket have buttons or a zipper? – What colour are your eyes? – How many brothers and sisters do you have? • While students brainstorm the ways in which they can be helpful to their families, they give each person in the group an opportunity to express ideas. • At circle time, students share stories and ideas. They speak or contribute when they are holding the stuffed animal/talking stick.

GRADE 1

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none"> recognize personal contributions to group process 	<ul style="list-style-type: none"> Student contributions to a group web are initialed or circled in favourite colours: <div data-bbox="703 711 1217 1005" data-label="Diagram"> </div> <ul style="list-style-type: none"> After a group activity, students complete a sentence frame, such as "I helped my group by ...", "I shared ..."

Grade 1 References
Response Draft of Illustrative Examples
November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Kindergarten to Grade 9

RESPONSE DRAFT

November 1998

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Illustrative Examples

for

English Language Arts

Grade 2

RESPONSE DRAFT

November 1998

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Draft Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">• contribute relevant ideas and information from personal experience to group language activities• talk about how new ideas and information have changed previous understanding• express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts	<ul style="list-style-type: none">• While listening to the story <i>Bear Shadow</i>, students talk about shadows. Student 1: Sometimes my shadow is in front of me and it's very long. Student 2: At lunch, my shadow's small and right around me. It's like when Bear thought he'd gotten rid of his shadow. Student 3: Once at my uncle's, he told a story and made shadows on the wall. He showed me how to make a dog.• Students share what it was like the first time they experienced something; e.g., learning to skate, losing a tooth, moving to a new home, going to a new school.• After studying butterflies, students discuss what they have learned; e.g.: Student 1: I thought that everything that looked like a butterfly was a butterfly. Now I know that some are moths. Student 2: I used to think that moths ate only flowers, but my mom told me they even eat clothes.• While students listen to/view <i>Fantasia</i> or <i>Peter and the Wolf</i>, they express the feelings evoked by the music, through such art media as paint, felt pens and pastels.• After viewing <i>Remington, the Bronco</i>, students discuss how the painter captures the movement of the horse; e.g.: Student 1: The horse's hooves are off the ground. Student 2: The neck of the horse is twisted. Student 3: The horse is making dust come off the ground. Students also show how the horse moves, by imitating its actions through dramatization.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Experiment with language and forms</p> <ul style="list-style-type: none">use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information	<ul style="list-style-type: none">Students work in groups to improvise a presentation, based on a favourite fairy tale or poem, in which the characters react in a different way than in the fairy tale or poem; e.g., Cinderella's stepmother treats Cinderella just like her own daughter, and when Jack gets to the top of the beanstalk, he finds that the giant is friendly.Students divide a piece of paper into six sections. In the first section, they write the beginning of a story. For each of the remaining five sections, students close their eyes and pull an object out of a bag or box. They incorporate each object in the story in the remaining frames. A student begins a story with, "One day I was walking through the forest." A teddy bear is pulled out of the box and the student writes, "I saw a bear cub eating blueberries." Then out comes a button and the story continues: "On the ground, I saw a magic button. When I picked it up, I could hear the bear's thoughts."After a field trip to a dental clinic, students record their ideas on how to take care of teeth, by drawing and captioning a poster, writing a list of foods that cause tooth decay, or writing a letter to tell the dentist or a parent what they have learned.
<p>Express preferences</p> <ul style="list-style-type: none">explain why particular oral, print or other media texts are personal favourites	<ul style="list-style-type: none">During a study of Canadian illustrators, students select their favourite illustrator and explain why they like this illustrator's particular style.Students discuss their favourite animated movies and share what particular elements made these movies so appealing; e.g., characters, special effects, music, suspense.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Set goals</p> <ul style="list-style-type: none">• recognize and talk about developing abilities as readers, writers and illustrators	<ul style="list-style-type: none">• Students set goals for reading; e.g.:<ul style="list-style-type: none">– I will read a book every day for a week.– I will keep a reading log of books that I read this month.– At the end of the week, I will draw a picture about my favourite book.• Students make comments to complete the sentence stem: I know I'm a good writer when ...<ul style="list-style-type: none">– my story is easy to read.– I use periods, commas and capital letters to give clues in my story.– I use interesting shapes for my letters in scary stories, like when I wrote, "Boo" big and shaky.– I use comparisons in my writing, like when I wrote, "the giant was as big as a whale."

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples
Consider others' ideas <ul style="list-style-type: none">connect own ideas and experiences with those shared by others	<ul style="list-style-type: none">Students sit in a circle. One student tells the first sentence of a story, the next student tells the second sentence, and so on. As each sentence is added, students take a cube out of a box and add it to a chain of interlocking cubes. As the story grows, so does the chain.Students work in small groups or pairs to discuss their impressions and preferences from a class outing. After the discussion, one representative from each group summarizes the group's three most important ideas to the whole class.After viewing the photographs in <i>A Day in the Life of Canada</i>, the class discusses similar activities or feelings, such as:<ul style="list-style-type: none">I remember feeling like that when ...I ate a special dinner like that when ...Our school ...My mom has a job like ...
Combine ideas <ul style="list-style-type: none">record ideas and information in ways that make sense	<ul style="list-style-type: none">After reading an informational article, students use a list, a chart or a web to jot down the important ideas.Students represent their ideas, by drawing or cutting pictures and placing them in the appropriate word box; e.g., a student finds a picture of a leaf and places it in the box marked, "What do caterpillars eat?"
Extend understanding <ul style="list-style-type: none">find more information about new ideas and topics	<ul style="list-style-type: none">After viewing videos and reading books on insects, students generate questions and select some to ask an invited expert on insects.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none">• apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions• identify the main idea or topic and supporting details of simple narrative and expository texts• identify by sight an increasing number of high frequency words and familiar words from favourite books	<ul style="list-style-type: none">• As a group of students read <i>There's an Alligator Under My Bed</i>, they realize that they need to revise their initial predictions, because the book is not about bad dreams. As they read, they are surprised to find out that the book is about how to get an alligator out from under one's bed.• A student comments, "The book <i>Wait and See</i> is all about birthday wishes and birthday cakes. The author represents the main idea by drawing a birthday cake and writing about Olivia's wishes inside the cake."• After viewing a video about magnetism, students write down five facts they have learned.• After reading <i>Sootface</i>, students talk about the message of the story: "Goodness has its rewards." or "When you are really good inside, other people will know/recognize that."• Students read, by sight, such words as because, does, many, their, would. These words are frequently used in their reading materials. Note: Some sources for lists of frequently used words include:<ul style="list-style-type: none">– <i>Reading Instruction That Makes Sense</i>– <i>The New Reading Teacher's Book of Lists</i>– <i>A Basic Sight Vocabulary of 220 Words</i>– <i>Spelling Source Book 1.</i>• Children in pairs or in small groups are given a list of basic sight words, and in 15 minutes they find as many of those words as they can in classroom books.

GRADE 2

General Outcome 2
 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none"> • read aloud with fluency, accuracy and expression • figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p> <ul style="list-style-type: none"> • preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning 	<ul style="list-style-type: none"> • Students reread favourite stories or engage in choral readings and readers' theatre. • Students share their favourite stories with a variety of audiences, such as other students and family members. • Students listen to a fluent reader; e.g., a Grade 3 student. They brainstorm a list of criteria for good oral reading, such as: <ul style="list-style-type: none"> – Did I remember to take a breath at periods? – Did I change the tone of my voice when I read questions or especially exciting parts? – Would it be fun for someone else to listen to me read? Students use the guidelines when reading to others or into a tape recorder. • After reading the sentence, "The bunny was hopping across the field." a student who read "hoping" realizes the sentence does not make sense and rereads it, saying that the word must be "hopping" because bunnies hop. Another student is able to figure out "hopping" because it rhymes with "popping." • Students look at the cover of <i>The Fabulous Song</i>. They predict that a boy will play the piano, he will play it well and his dog will not like his piano playing. • When reading the pattern book <i>Little Rabbit's Loose Tooth</i>, students predict the foods, because they know they should be soft or hard.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use textual cues (continued)</p> <ul style="list-style-type: none"> • use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • apply phonic rules and generalizations to read unfamiliar words in context • apply knowledge of long and short vowel sounds to read unfamiliar words in context • use knowledge of word parts, contractions and compound words to read unfamiliar words in context 	<ul style="list-style-type: none"> • Students listen to predictable, repetitive books, such as <i>Bein' with You This Way</i> and discuss how the poet uses words and letters to create rhythm. They identify phrases and patterns that are repeated and how they help when reading the poem. • Students use punctuation to help with intonation, pace and expression during oral reading. • The student reads, "A boy flew his kit," realizes the error and uses the silent -e rule to read "kite." • Students differentiate between word families with short and long vowel sounds, such as the -at (pat, fat, mat) and -ate (mate, late, rate, date) word families. Students use this phonic knowledge when reading such sentences as "Pat was late for school." • When reading and writing, students demonstrate consistent sound-symbol associations with long and short vowel sounds of a, e, i, o and u. • When reading, students break down such compound words as today, something, Grandmother and snowball, in order to identify them. • While reading the sentence, "The dog was playing with the ball." a student pauses at the word "playing" and says, "I know that i-n-g says 'ing' and that you can add it to words." The student then covers up "ing," recognizes "play" and proceeds to read the sentence successfully. • When reading and writing, students use knowledge of the word endings -ed, -ing, -s, -tion, -ly, -ment, -est, -ent, -ant to identify new words.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use phonics and structural analysis (continued)</p> <ul style="list-style-type: none">• associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context	<ul style="list-style-type: none">• When a student reads, “If the Sun is bright, I can see my shadow.” knowledge of the sound of “sh” is used, together with prior knowledge of light and shadows, to identify the word “shadow.”• When reading and writing, students demonstrate consistent sound-symbol associations with:<ul style="list-style-type: none">– consonant blends cr, pl, sl, cl, pr, sn, st, gl, bl, br, tr, st, gr, dr, fr, fl– consonant digraphs ck, kn, th (voiceless)– vowel digraphs ai, ay, ee, ea, oo (wood), oo (cool), oa– letter clusters spr, squ, str, thr.
<p>Use references</p> <ul style="list-style-type: none">• put words in alphabetical order by first letter• use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none">• Students create a class directory of students’ first and/or last names.• Students create an animal alphabet, with one animal for each letter. On the computer, they draw a picture of the animal and label it using a descriptive word for that animal that starts with the same letter; e.g., cuddly cat, enormous elephant.• During journal writing, a student looks in a personal word book to find the spelling of the word dinosaur.• As students listen to <i>Stone Soup</i>, they ask questions: Student 1: What is a cellar? Student 2: Why are the people called peasants? The students look in a dictionary to find the meanings of the words.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none">engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational textsidentify favourite kinds of oral, print and other media textsmodel own oral, print and other media texts on familiar formsrespond to mood established in a variety of oral, print and other media texts	<ul style="list-style-type: none">After hearing <i>Stone Fox</i>, one student finds books on sled dogs, another selects a web site from a list of teacher bookmarked sites on native traditions, and a third brings in a video about life in the wilderness.Students explore and share their favourite web sites, bookmarked by the teacher, on interesting themes or topics.Small groups of students choose a favourite poem and prepare a choral reading for presentation.Students bookmark their favourite web sites about small crawling and flying animals and then create a poster that advertises the web sites.After reading repetitive stories, such as <i>The Enormous Turnip</i>, students write or tell a story that uses repetitive elements.Students read their reports on families in France as if they were television reporters.After writing poems about their favourite food, students take turns reading them aloud, using the musical styles of country, rap, rock and opera.After reading <i>If You Give a Moose a Muffin</i>, groups of students use the pattern in their own stories: "If you give a dog a French fry, it will want some gravy. If you give a dog gravy, it will want some meat ..."Students use colours to represent feelings, when drawing or painting responses to particular texts.After listening to <i>Murmel, Murmel, Murmel</i>, a student says, "That baby's so funny. I love this story."

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts</p> <ul style="list-style-type: none">connect situations portrayed in oral, print and other media texts to personal and classroom experiencesretell the events portrayed in oral, print and other media texts in sequence	<ul style="list-style-type: none">After reading <i>Love You Forever</i>, a student writes in a reading response journal, “I think this story is about how families love each other. I remember my Dad crying at the airport when my Grandma went home to Ontario.”Before reading the chapter “How Insects See and Sense Things” in <i>Looking at Insects</i>, students brainstorm questions, such as:<ul style="list-style-type: none">– Can insects smell?– How many eyes do insects have?Students discuss the importance of brushing teeth. A student comments, “The dental hygienist told me that chewing sugarless gum helps clean my teeth when I can’t brush them right away.”After reading an email message from a pen pal in Nova Scotia, a student responds with facts about life in Alberta; e.g.:<p>Dear pen pal</p><p>I think it would be fun to see whales. I have never seen one. Do you have farms in Nova Scotia? On our farm we milk cows twice a day. Where do you get your milk?</p><p>Your Alberta friend.</p>After viewing the video <i>The Snowman</i>, groups of students create murals to tell the story events in sequence.Using presentation software, students create a slide show that retells the story <i>How Smudge Came</i>. The first frame shows the title page; the second frame shows where Cindy found Smudge; the third frame shows where Cindy works; and so on.After listening to the story <i>Sheila Rae, The Brave</i>, students use an integrated software program to retell the story in sequence.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts (continued)</p> <ul style="list-style-type: none"> suggest alternative endings for oral, print and other media texts discuss, represent or write about interesting or important aspects of oral, print and other media texts 	<ul style="list-style-type: none"> Students change the “happily ever after” endings in stories to funny, sad or surprise endings. Students predict the ending of a story being read to them, and then compare the predictions to the actual ending. In groups, students rewrite the ending of <i>Little Red Riding Hood</i>, rehearse it and present it to other groups. Using interactive software, a student uses buttons so a reader can choose different endings to the student’s story. <div data-bbox="712 927 1392 1193" style="text-align: center;"> <p>The diagram illustrates three story frames. Frame one and frame two are simple boxes labeled 'frame one' and 'frame two' respectively, each containing a smaller box labeled 'story text'. Frame three is a larger box labeled 'frame three' containing four smaller boxes arranged in a 2x2 grid. Lines connect the labels 'sad ending', 'happy ending', 'funny ending', and 'surprise ending' to their respective boxes in frame three.</p> </div> <ul style="list-style-type: none"> Students read and talk about the poem <i>Poem</i>. Student 1: I think the poem is about friends. Student 2: I think it’s about missing your friend. Student 3: It made me think of my friend who moved away at the end of Grade 1. In small discussion groups, students talk about why they dislike certain characters in stories, fairy tales or videos. After interviewing a group of seniors about how their needs are met in the community, one student, who thinks it is neat that seniors still participate in sports, designs a poster advertising sporting events for a seniors’ group. Another student designs a poster for a theatre production being put on at the local seniors’ drop-in centre.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts (continued)</p> <ul style="list-style-type: none"> express thoughts or feelings related to the events and characters in oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> identify and use words and sentences that have particular emotional effects identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights 	<ul style="list-style-type: none"> After reading <i>Jillian Jiggs</i>, a student emails Phoebe Gilman explaining why Jillian Jiggs reminds him of his older brother. Some students write to characters portrayed in print texts, videos or films, saying why they would like to be their friend. Other students answer as that character. Students write or email an author telling what they like or do not like about the author's books; e.g., <i>Strega Nona</i> by Tomie De Paola. <p>Dear Mr. De Paola,</p> <p>I liked it when Big Anthony made all the pasta and it wouldn't stop. I wish I had a pasta pot like that. Are you writing any more books about Strega Nona?</p> <p>Yours truly, Mahal</p> <ul style="list-style-type: none"> As students hear or notice new words that they find interesting or effective, such as giggle, bizarre, soft as a cloud and shimmer, in oral, print and other media texts, they add them to a class chart or personal word list and use them in their own writing. When listening to <i>The Fabulous Song</i> for a second time, students listen for words or phrases that help them "hear" the sounds, such as, "it [Frederic's playing] sounded like air leaking out a balloon"; "it [piano playing] sounded like a brick crashing through a window." After listening to <i>Knights of the Kitchen Table</i>, students draw their impression of Bleob the Giant without having seen the illustration in the book. After completing their picture, they add five descriptive words, such as mean, disgusting, stinky, scary and mad. After reading the poem <i>Coyotes</i> in the anthology <i>Til All the Stars Have Fallen</i>, students discuss how the words and shape of the poem make them think of how coyotes sound. One student shares how the call of the coyote is reminiscent of the coyotes that were heard during a camping trip last summer.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
Understand forms and genres <ul style="list-style-type: none">recognize that ideas and information can be expressed in a variety of oral, print and other media textsidentify and explain the use of various communication technologies	<ul style="list-style-type: none">Groups of students are sharing information about caterpillars. One group creates a poster, using a computer publishing program. Another group creates a diorama of the caterpillar's habitat; another does a dramatization; and another writes a story, using presentation software.After listening to <i>Katy and the Big Snow</i>, viewing <i>The Snowman</i> and reading information about snow at a web site, students talk about what they learned about snow.Several students ask the teacher if they can use a computer software program to create a picture of the setting of a book that they are reading. They explain that they like all the colour choices in the software program and feel that they can create a better picture using this program.A group of students practise their poetry presentation, by using a tape recorder to hear how they sound. They ask the teacher to videotape their final presentation so that they can take it home to show their parents.Students cannot find any current information on comets in the school library. They ask to use the Internet to check out a space agency web site to see if it has some links to updated information.The class develops questions for an interview that are faxed to an expert on coyotes. Five days later, students interview the expert using a speakerphone. Some students tell why they liked interviewing over the speakerphone. At the end of the unit, students write an email thanking the expert for helping the class with its work.
Understand techniques and elements <ul style="list-style-type: none">identify main characters, places and events in a variety of oral, print and other media texts	<ul style="list-style-type: none">After reading <i>Something From Nothing</i>, a group of students creates a two-tiered diorama to represent the two homes. Another group makes stick puppets and retells a scene from the story.One student uses oil pastels to create a portrait of Nate the Great, after reading one of the stories about Nate.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none">use own and respond to others' ideas to create oral, print and other media texts	<ul style="list-style-type: none">Students find magazine pictures and graphics, and create a collage of their interests to present to their classmates.Students play an audiocassette tape or compact disc of a song that they like, and explain why it appeals to them; e.g.:<ul style="list-style-type: none">This music reminds me of _____When I hear this music, I feel/see _____ because _____.Students work with partners to write a story.
<p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none">add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts	<ul style="list-style-type: none">When students find interesting descriptive words or phrases, they add them to the correct category on class wall charts; e.g., walking words, talking words, size words, scary words.A student writes a shape poem. <p style="text-align: center;">silent slithering snake Slides on a sunny rock</p> <p>It is then scanned and placed on the school web page.</p>

GRADE 2

General Outcome 2
 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Structure texts</p> <ul style="list-style-type: none"> create narratives that have beginnings, middles and ends; settings; and main characters that perform actions use traditional story beginnings, patterns and stock characters in own oral, print and other media texts 	<ul style="list-style-type: none"> Students use visuals to help them remember the idea of beginning, middle and end, such as: <div style="text-align: center; margin: 10px 0;"> <p>“Story Bug”</p> </div> A student writes a story about the family cat and dog. The student writes that when the cat was first brought home it hissed at the dog. After a while the cat and dog got to know each other and now they get along fine. Two students use presentation software to write their story about the Sleeping Farmer, a takeoff on Sleeping Beauty. They explain that they used six slides: two for the beginning, three for the middle and one for the ending. They think it is funny to have the cow kiss the farmer to wake him up. Students use such traditional story beginnings as: <ul style="list-style-type: none"> – Once upon a time ... – A long, long time ago ... – One day ... Students introduce such traditional characters as princesses, dragons, talking animals, friends and family members, into their stories. Students use the pattern of <i>The House that Jack Built</i> to make a cumulative story; e.g., “The Pizza that Pat Made”.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Draft Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> relate personal knowledge to ideas and information in oral, print and other media texts ask questions to determine the main idea of oral, print and other media texts <p>Determine information needs</p> <ul style="list-style-type: none"> ask questions to focus on particular aspects of topics for own investigations <p>Gather information</p> <ul style="list-style-type: none"> recall and follow directions for accessing and gathering ideas and information 	<ul style="list-style-type: none"> As they read stories about children in other parts of Canada, students make comments. Student 1: We saw the ocean when we went to Vancouver. Student 2: Their school looks like our school. Student 3: I went to a market like that, and we bought fresh vegetables and bread. When listening to a story about a family in Australia, students ask questions such as: <ul style="list-style-type: none"> What are schools like? Where do people work? What do people do to have fun? What foods do people eat? While constructing boats, students ask: <ul style="list-style-type: none"> Will adding more weight make my boat go faster? How can I make my boat float? How can I make my boat move? What material should I use to make my boat? In a class project on dinosaurs, students decide that it is important to know where dinosaur bones are found. They add this question to the list of other questions on the bulletin board. A student reminds the group that they cannot print a whole web site and refers to the class chart about taking jot notes from the screen. Some students remember that they can use the Dewey decimal system to find the section in the library on animals.

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none">• find information on a topic using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community <p>Access information</p> <ul style="list-style-type: none">• use text features, such as table of contents, key words, captions and hot links, to access information• use given categories and specific questions to find information in oral, print and other media texts• use the library organizational system to locate information	<ul style="list-style-type: none">• When studying communities, a group of students review a filmstrip and make a list of community services. They also look in the local chamber of commerce yellow pages to find services in their own community.• A student finds the location of a specific story in an anthology, by using the table of contents to find the story title and page number.• Students know that if they click on the “back” button while searching the Internet, they return to the previous site or page.• A student selects a web site about animals from a list of favourite sites. The student then links to an article about birds to find out which ones stay for the winter.• In a book about bears, a student looks in the table of contents to find information about enemies of bears. The student does not know the meaning of the word “poacher”, so looks for it in the glossary.• Students look for information on life, habitat, food, enemies and appearance of an animal under study and record the information gathered on a class chart.• When reading about children in Japan, students look for answers to questions, such as:<ul style="list-style-type: none">– What games do Japanese children play?– How do they play their games?– How are their games like our games?• Students go to relevant sections of the library, such as the nonfiction and magazine sections, to find information on butterflies and moths.• A student clicks on the word author to do a search on the library computer.

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 *Select and Process* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate sources</p> <ul style="list-style-type: none">recognize when information answers the questions asked	<ul style="list-style-type: none">As a student researches the habitats of bats, books about bats are found in the school library. The table of contents in one book indicates North American bats. The student wants to know if bats are found in other places in the world. Another book is consulted but the student does not find any further information about habitat. The student then goes to the Internet and types in “bats and habitat”, making sure that quotation marks are put around the words so that a search is done for both of them together.A student is looking for information on the different kinds of webs that spiders make. The student locates a chapter on “Spider Webs” in one book, turns to that section and finds the information that is needed.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record, and Evaluate

Specific Outcomes	Draft Illustrative Examples								
<p>Organize information</p> <ul style="list-style-type: none"> categorize related ideas and information using a variety of strategies, such as finding significant detail and sequencing events in a logical order produce oral, print and other media texts with introductions, middles and conclusions 	<ul style="list-style-type: none"> Students record information about spiders, using a web. <div style="text-align: center;"> <pre> graph TD Spiders((Spiders)) --- Description((Description • • • • •)) Spiders --- Kinds((Kinds • • • • •)) Spiders --- Homes((Homes • • • • •)) Spiders --- Webs((Webs • • • • •)) </pre> </div> A group of students record information about children in Japan in a chart, such as: <div style="text-align: center;"> <p><u>Children in Japan</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Home</th> <th style="width: 25%;">Families</th> <th style="width: 25%;">Games</th> <th style="width: 25%;">School</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div> While studying families in Mexico, the class prepares fried bananas and records the recipe. First, you peel and slice the bananas. Next, you fry them in butter. Then, you add brown sugar. Finally, you eat them with ice cream. A group of students describes how they built a boat that would carry a load. One student explains the task, another explains how they built the boat, and a third student tells how well the boat carried the load. 	Home	Families	Games	School				
Home	Families	Games	School						

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record, and Evaluate (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Record information</p> <ul style="list-style-type: none"> record key facts and ideas in own words; identify titles and authors of sources <p>Evaluate information</p> <ul style="list-style-type: none"> examine gathered information to decide what information to share or omit 	<ul style="list-style-type: none"> After reading <i>Dinosaur Time</i>, a student makes five jot notes about different dinosaurs. The student then adds the title of the book and the name of the author to the class chart, “Books About Dinosaurs.” Groups of students create posters or diagrams to illustrate what they have learned. They decide what information is best represented visually and what information needs to be provided in print—labels, lists, headings. Students review group jot notes recorded on the whiteboard, delete repeated facts and use the notes to write reports. As the class shares information to be recorded on a class chart, students decide if it is new information to be added or if the idea already has been recorded.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none"> share, with familiar audiences, ideas and information on topics clarify information by responding to questions <p>Review research process</p> <ul style="list-style-type: none"> answer questions, such as “What did I do that worked well?”, to reflect on research experiences 	<ul style="list-style-type: none"> A student brings in a stamp collection and explains to the class why the stamps are organized the way they are. The student adds that the favourite stamp was sent by an uncle in Singapore. A student brings ballet shoes and talks about ballet classes and what activities are done while there. Using presentation software, groups of students present their projects on families in China. Group members take turns clicking the mouse to display their part of the presentation, which they then read and explain to the class. A student writes about a pet dog and shares with the class during author’s chair. The student reads: “I have a dog named Blackie. I take care of my dog. I feed it, take it for walks and play with it.” The class then asks questions that the student answers: What do you feed the dog? How often do you feed the dog? How much do you feed the dog? Where do you take the dog for walks? After completing a project, students talk about their favourite book on the subject, who they talked to about their work, the hardest part of the project and which part shows their best work.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples
Appraise own and others' work <ul style="list-style-type: none">identify features that make own or peers' oral, print or other media texts interesting or appealing	<ul style="list-style-type: none">Students respond during author's chair, using familiar sentence frames. Student 1: <u>I like the way</u> you drew the dragon breathing fire. Student 2: <u>My favourite part</u> is when the dog is stealing the meat. Student 3: <u>I wonder</u> how old you were when that happened.For a poem about a caterpillar, a student draws an outline of a caterpillar and writes a poem around it. When sharing the poem with the class the student says, "The way I wrote the words shows you the shape of my caterpillar."During a writing conference, students comment on how they tried using more describing words.
Revise and edit <ul style="list-style-type: none">revise words and sentences to improve sequence or add missing informationcheck for capital letters, punctuation at the end of sentences and errors in spelling	<ul style="list-style-type: none">The class makes "mailboxes" to create its own thesaurus for frequently used words, such as nice, pretty and mad. When reading through their stories students highlight overused words and look in the mailboxes to find different words to use.A student opens a story on the computer that was written earlier in the year. The student likes the idea of this short story and decides to make it longer and more interesting. More text is added and some changes are made so that the story reads better.Using the message of the day or a journal entry, students insert periods and capital letters and correct misspelled words.Students contribute ideas for a writing checklist and refer to it when editing their work; e.g.:<ul style="list-style-type: none">I put periods or question marks at the end of my sentences.I check for words that are not spelled correctly and circle them.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Enhance legibility (continued)</p> <ul style="list-style-type: none"> • print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately • use margins and spacing appropriately • explore and use the keyboard to compose and revise text <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • develop categories of words associated with experiences and topics of interest • use knowledge of word patterns, word combinations and parts of words to learn new words 	<ul style="list-style-type: none"> • When writing a good copy a student follows a printing checklist. At a student–teacher conference the student comments, “I started my printing by the margin on each line and hardly any of my letters are floating above the line.” • When writing a good copy, students refer to a checklist; e.g.: <ul style="list-style-type: none"> – Can others read my printing? – Did I leave a margin? – Did my printing “run away” from the margin? – Did I leave enough space between the words? • A group of students creates a story together, taking turns inputting and making changes to the text. • As the class brainstorms names of mammals, the teacher scribes them onto strips of paper. When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters/plant eaters or types of habitat. After discussing the choices, they decide to group according to habitat because it would allow for more variety of categories. The class decides on the following category titles: farm, ocean, forest, desert. • Throughout the year, students add words to a word chart, as they discover them through listening or their own reading; e.g., moving words, talking words, colour words, seasonal words, thematic words. • A student with a keen interest in hockey adds words like arena, shoulder pads and helmet to a personal word list. • During a study of buoyancy and boats, the class creates a word list for that topic. • While studying buoyancy and boats, students figure out new words, such as floating, capsize, upside down, rudder, life jacket.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Enhance artistry</p> <ul style="list-style-type: none">choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts	<ul style="list-style-type: none">After listening to and reading the poem <i>Fisherman</i> from the anthology <i>Til All the Stars Have Fallen</i>, the class composes a poem, using plant similes to describe a gardener.A student decides to paint the illustrations for a story about a dolphin, because water colours will make the pictures look like the ocean.After students hear the story <i>Jamberry</i>, they write their own “food” fun story that plays with rhythm and words; e.g.: Wedding cake, chocolate cake Double layer fudge cake Sitting on a bench Eating yummy, gooey plum cake.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to spelling</p> <ul style="list-style-type: none"> • use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing • use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing • use the conventional spelling of common words necessary for the efficient communication of ideas in writing 	<ul style="list-style-type: none"> • Students become “sound finders”—looking through favourite stories/rhymes for words that begin or end with certain letters or letter combinations. • Students group words according to sounds, letter patterns or word families; e.g., <ul style="list-style-type: none"> double letters <ul style="list-style-type: none"> lit<u>tle</u> mid<u>dle</u> “le” endings <ul style="list-style-type: none"> lit<u>tle</u> mid<u>dle</u> peop<u>le</u> circ<u>le</u> • Students realize that if their spelling of a word is not close to the correct spelling, the computer spell checker cannot give them any suggestions for the correct spelling. • A student can spell “chart” because the spelling of the word “art” is known. • Students use a variety of methods to improve their personal memory bank of common, grade appropriate words. <ul style="list-style-type: none"> – Visual learners may try to “see” the word in colours or on an imaginary screen. – Kinesthetic learners may trace the words with a crayon, or their finger, or “air” write them. – Auditory learners may say the word and say the letters out loud. • Students keep a short list of their most commonly misspelled words (spelling demons) on their desks.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • use capital letters for proper nouns and at the beginning of sentences in own writing • use periods and question marks, appropriately, as end punctuation in own writing • use commas after greetings and closures in letters and to separate words in a series in own writing • identify commas and apostrophes when reading, and use them to assist comprehension 	<ul style="list-style-type: none"> • When writing about how needs are met in two different Canadian communities, a student uses capital letters for the community names and at the beginning of sentences. • Students read their writing to each other to help them check for periods and question marks. • A student writes a letter requesting materials for a class project. <p style="text-align: right;">March 4</p> <p>Dear Mom,</p> <p>We are doing a diorama project. I will need to bring in a shoe box, tin foil, cotton balls and transparent tape for my diorama. I will need these things for Friday, March 8.</p> <p style="text-align: right;">Love, Elsa</p> • A student says, "I think it's neat that an apostrophe and an 's' shows that something belongs to someone. Yesterday, when I went home, I made a sign that says Leslie's Room. Maybe that will help my sister to remember what belongs to me." • Students use the commas in <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> to read with expression and emphasis.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none"> present ideas and information by combining illustrations and written texts <p>Enhance presentation</p> <ul style="list-style-type: none"> clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> speak in a clear voice, with appropriate volume, at an understandable pace and with expression 	<ul style="list-style-type: none"> When presenting a slide show on boats using presentation software, a student comments on how the pictures of different boats were added to each slide. “It was easy,” the student says. “I just went to insert on the menu bar, clicked on picture, picked the one I wanted and it was on the slide. My favourite is the power boat. The picture matches my words. The words tell what each kind of boat is good for.” After an author study on Eric Carle, a student chooses to paint pieces of paper and cut them out in shapes to illustrate a story that the student has created. After explaining how a kite was made, a student responds to comments and questions, such as: <ul style="list-style-type: none"> I know how you made the tail, but how did you get it to stay on the kite? What did you mean when you said that it did not turn out like the picture? Students talk about what they do when they come to a word they don’t know. <p>Student 1: I look at the picture on the page and see if that helps.</p> <p>Student 2: I skip the word and keep going. Usually I can go back and figure out what the word is.</p> <p>Student 3: I try to sound it out first—especially if it’s a word that’s okay to sound.</p> <p>Student 4: I try to think if I know any other word that sort of looks like it. Then I change the letters that I need to and see if it then makes sense.</p> A group of students creates a puppet play based on the book <i>Have You Seen Josephine?</i> The students make stick puppets and present the play to the class.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">ask relevant questions to clarify understanding and to have information explained <p>Attentive listening and viewing</p> <ul style="list-style-type: none">show enjoyment and appreciation during listening and viewing activities	<ul style="list-style-type: none">When the coyote expert finishes a presentation, students ask questions, such as:<ul style="list-style-type: none">How come your trap doesn't hurt the coyote?What happens if they don't have enough food in the winter?How many babies do they usually have?Students use sentence frames, such as:<ul style="list-style-type: none">Why did the ... ?Do you mean ... ?What happens if ... ?As students share their stories, others respond using sentence frames, such as:<ul style="list-style-type: none">I liked the way you ...You used several interesting words like ...You painted a picture in my mind about ...

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> • discuss the experiences and traditions of various communities portrayed in oral, print and other media texts • ask for and provide clarification and elaboration of stories and ideas 	<ul style="list-style-type: none"> • After listening to <i>The Tiny Kite of Eddie Wing</i>, the class looks at different types of kites and makes representational models to hang around the class. The next day, a student brings in a kite made with an aunt the previous summer. The student tells the class how the kite was made. • Students listen to <i>Baseball Bats for Christmas</i> and discuss how the game of baseball was played in the Inuit community. They talk about the games they play and the ways they play them. • When the class is learning about families in Mexico, a student’s Dad comes in and plays the guitar. Another student has never heard that kind of music before, and in a journal entry, the student writes about wanting to purchase a compact disc of the music. • Students respond to a classmate’s story, by: <ul style="list-style-type: none"> – Stating; e.g., “I like the way you described your fish. I’m going to try that in my story.” – Questioning; e.g., “How old were you when you went to Prince Edward Island?” – Offering constructive suggestions; e.g., “Next time, maybe you could tell what kind of dog it was.” • When listening to a story, a student asks, “Why wouldn’t the little girl tell her Mom that she lost her lunch money?” Another student responds, “Her Mom might get mad. Maybe she’s lost her money before.”

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use language to show respect</p> <ul style="list-style-type: none">• adjust own language use according to the context, purpose and audience	<ul style="list-style-type: none">• When a group of students retell a story such as <i>The Three Little Pigs</i> or <i>Goldilocks and the Three Bears</i>, they each use a different voice to match their character.• After writing a poem, a student read it aloud to the class, using a clear, loud voice except during the part about the wind. Then the student becomes quieter and uses a loud whisper.• When conducting a telephone interview, a student is very polite. The student speaks clearly, says excuse me when unable to hear what is said, and carefully asks questions. At the end of it, the student thanks the person being interviewed.• After their trip to the local hospital, students compose a group letter thanking the hospital staff for hosting their visit.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> • work in a variety of partnerships and group structures • identify ways that class members can help each other <p>Work in groups</p> <ul style="list-style-type: none"> • contribute relevant information and questions to extend group understanding of topics and tasks • stay on topic during class and group discussions 	<ul style="list-style-type: none"> • In a group, students research about rabbits. They post their project on the school web site so that others can see their work. • Students work in pairs to brainstorm ideas for questions to ask seniors who are coming to visit their classroom. Ideas are shared in a class discussion, and the teacher records interview questions. • Students create a class mural showing small animals that live in their community. • A group of students is working on a project about animals. Everyone has good ideas and shares them. One student does most of the writing. Another student is good at drawing pictures. A third student volunteers to find information from a bookmarked site on the Internet. • Students describe how working with peers to revise and edit their writing improves their work. • During group work on testing items that float and sink, students comment: <ul style="list-style-type: none"> Student 1: This little boat keeps tipping over. I wonder how big ships keep from tipping over. Student 2: I think it's because they put stuff, like big rocks in the bottom. I saw something about that on television. Student 3: Are you sure the teacher said to crumple up the tin foil? Is it supposed to be round like a ball? I don't think it will float then. Student 4: Yes, I think it's supposed to sink. • Students share information about family occupations to complete a class chart on occupations in the community. • Students contribute to a class discussion about friendship by telling about their own friends, why they like them and what activities they like to do with them. • Students individually describe to the class the procedures they need to solve a mathematical problem.

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 *Work Within a Group* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none">• recognize own and others' contributions to group process	<ul style="list-style-type: none">• During group activities, students make comments, such as:<ul style="list-style-type: none">– I'm glad you brought that book for us to use.– That's nice that you brought extra crayons, because I forgot mine.– I drew the dinosaur on the mural, because I'm good at drawing dinosaurs.• After a group project to build a boat, students describe their contributions to the project and how these affected the boat's capability to float.

Grade 2 References
Response Draft of Illustrative Examples
November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Kindergarten to Grade 9

RESPONSE DRAFT

November 1998

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Illustrative Examples

for

English Language Arts

Grade 3

RESPONSE DRAFT

November 1998

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 3

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Draft Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">• connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts• explain understanding of new concepts in own words• explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts	<ul style="list-style-type: none">• Groups of students look at pictures of people from different cultures or countries. They make observations and draw inferences about what they see.• After constructing a bridge out of various materials, students write or tell about how it was made.• Students conduct a survey of their classmates or other classes on a question of particular interest, such as preferred recess activities.• After asking classmates about their favourite books, two students make a poster showing the top three favourite books in the class.
<p>Experiment with language and forms</p> <ul style="list-style-type: none">• choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others	<ul style="list-style-type: none">• Students decide that a poster would be the best way to inform others about endangered animals.• To share a poem such as <i>In Flanders Fields</i> on Remembrance Day, students choose how to present it: as a choral reading to other classes, as a reading over the intercom, or as a posting on the school web site.

GRADE 3

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
Express preferences <ul style="list-style-type: none">• choose and share a variety of oral, print and other media texts in areas of particular interest	<ul style="list-style-type: none">• Students bring in a favourite book they had when they were younger for a special display.• Students choose favourite books from the library and create advertisements for them that are posted on the bulletin board in the library.• Students bring in objects that remind them of Grade 2. As they tell the story of their objects, they place them in personal memory boxes that they have decorated.
Set goals <ul style="list-style-type: none">• discuss areas of personal accomplishment as readers, writers and illustrators	<ul style="list-style-type: none">• Students go through their writing portfolios, select the piece of writing they think is their best work and tell why.

GRADE 3

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples
Consider others' ideas <ul style="list-style-type: none">ask for others' ideas and observations to explore and clarify personal understanding	<ul style="list-style-type: none">A student asks such questions as:<ul style="list-style-type: none">What do you like best about my writing?Are there any places where I need to put more information?Have you got any other ideas?A student shares a piece of writing with a partner in a peer conference. The two students discuss possible changes that could be made.
Combine ideas <ul style="list-style-type: none">experiment with arranging and recording ideas and information in a variety of ways	<ul style="list-style-type: none">Using a CDROM encyclopedia, a group of students researches animal hearing. The students categorize animals as having large, medium, small or no ears. Students then decide it would be fun to create a poster about animal ears.A student interviews a grandparent about community recreation in the past and realizes that the presentation would more interesting if it included photographs from the family album.
Extend understanding <ul style="list-style-type: none">ask questions to clarify information and ensure understanding	<ul style="list-style-type: none">While watching a video about frogs, students jot down questions about things they do not understand, such as:<ul style="list-style-type: none">What happens to frogs in the winter?How can frogs make so much noise at night when they're so small?

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples			
<p>Use prior knowledge</p> <ul style="list-style-type: none"> share ideas developed through interests, experiences and discussion that are related to new ideas and information identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized and use them to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> use grammatical knowledge to predict words and construct sentences when reading narrative and expository materials apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions 	<ul style="list-style-type: none"> After listening to the story <i>Red Parka Mary</i>, one student shares her feelings of being afraid of her Grandma’s neighbour. This reminds another student about his feelings when he first started to play hockey. Students make charts summarizing the features of a variety of texts; for example: <table border="1" data-bbox="612 838 1333 1052"> <tr> <td data-bbox="612 838 836 1052"> <u>Textbook</u> Book Cover Table of Contents Chapters Summary Reviews </td> <td data-bbox="884 838 1082 1052"> <u>Dictionary</u> Bold Print Key Words ABC Order Columns </td> <td data-bbox="1138 838 1333 1052"> <u>Letter</u> Date Salutation Body Closing </td> </tr> </table> During an oral cloze activity students are given this sentence: The teddy bear’s tubby tummy _____ through the seams of his shirt. After brainstorming a variety of examples: bursted, busted, poked, broke; the group decides which words work and which do not. While viewing the video <i>The Cat Came Back</i>, students stop to predict whether the cat will come back each time. When reading about fish a student comes to the unfamiliar word “adapted” in the sentence: “Fish are adapted to live in the water because they have gills.” The student infers the meaning of the word from the context of the sentence. While listening to <i>Roses Sing on New Snow</i>, students talk about the book. Student 1: Why didn’t the new dish work for the brothers? Student 2: I think the governor will be mad with the brothers if they can’t get it right. Student 3: They’re going to have to get Maylin. She’s the only one that can do it. 	<u>Textbook</u> Book Cover Table of Contents Chapters Summary Reviews	<u>Dictionary</u> Bold Print Key Words ABC Order Columns	<u>Letter</u> Date Salutation Body Closing
<u>Textbook</u> Book Cover Table of Contents Chapters Summary Reviews	<u>Dictionary</u> Bold Print Key Words ABC Order Columns	<u>Letter</u> Date Salutation Body Closing		

GRADE 3

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none"> identify the main idea or topic and supporting details in simple narrative and expository passages extend sight vocabulary to include predictable phrases, and words related to language use 	<ul style="list-style-type: none"> Students use graphic organizers to record and remember the main idea and supporting details of stories and informational texts. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Hub and Spoke</p> </div> <div style="text-align: center;"> <p>Inverted Tree</p> </div> </div> <p>Source: <i>Diagnostic Reading Program, Handbook 4: Instructional Strategies</i>, Alberta Education, 1986.</p> <ul style="list-style-type: none"> After reading about frogs, a student says that the first paragraph tells us where frogs live, the second paragraph is about the life cycle of frogs and the third paragraph lists the enemies of frogs. Students read such frequently used words as about, done; such predictable phrases as in the forest, across the street, by the sea; and such words related to language use as read, write, spell, question mark, period. <p>Note: Some sources for lists of frequently used words include:</p> <ul style="list-style-type: none"> – <i>Reading Instruction That Makes Sense</i> – <i>The New Reading Teacher's Book of Lists</i> – <i>A Basic Sight Vocabulary of 220 Words</i> – <i>Spelling Sourcebook 1</i> Students play familiar games that use sight words; e.g., matching games, word puzzles. As they encounter new words, students add them to their personal dictionaries and to the class word bank.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none"> • read silently with increasing fluency and accuracy • monitor and confirm meaning by rereading when necessary and by applying knowledge of semantic, syntactic and graphophonic cueing systems <p>Use textual cues</p> <ul style="list-style-type: none"> • use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning • attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading 	<ul style="list-style-type: none"> • After silently reading a storybook, a student retells the story, describes characters and events and correctly reads specific words. • Students talk about what they do when they come to a word they do not know. <p>Student 1: I look at the picture on the page and see if that helps.</p> <p>Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word is.</p> <p>Student 3: I try to sound the word out first—especially if it’s a word that’s easy to sound out.</p> <p>Student 4: I try to think if I know any other word that sort of looks like it. Then I change the letters that I need to, and see if that makes sense.</p> • Students read a passage that has no punctuation or quotation marks. Individually, they add punctuation and quotation marks where appropriate. They then form small groups, read their punctuated passages and discuss how the meaning of the passage changes because of the punctuation and its placement. • On a web site about hearing and sound, a student clicks on the picture of the steam locomotive to hear how it sounds. Another student finds a heading about how animals hear and clicks on birds. • To find out what the giant said to scare Jack in <i>Jack and the Beanstalk</i>, a student looks for the words in quotation marks. • While performing a readers’ theatre, students make use of punctuation clues to assist in fluency and comprehension. • After silent reading, students reflect and comment on the types of punctuation marks they noticed and how they added meaning to the story.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • apply phonic rules and generalizations competently and confidently to read unfamiliar words in context • apply word analysis strategies, to segment words into parts or syllables, when reading unfamiliar words in context • associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context 	<ul style="list-style-type: none"> • While reading, a student sees an unfamiliar word, such as “escalator”, for which the story context is of limited assistance. The student knows how to sound out enough of the word to predict the meaning, or blend the sounds together to identify a whole word that has been heard before and that makes sense in context. • While reading a science magazine, a student uses sight word knowledge (float) or phonic knowledge of consonant blends (fl), vowel digraphs (oa), and word endings (-ation), to identify the word “floatation”, and then continues reading. • When reading words in context a student identifies a word by breaking it into parts, or syllables, such as in-for-ma-tion, associating sounds with each part, and blending the sounds into the word “information.” • When reading and writing, students segment unfamiliar words in the following categories: <ul style="list-style-type: none"> – compound words, such as horseback – syllabication rules, such as: <ul style="list-style-type: none"> • sup/per [vowel/consonant, consonant/vowel] • su/per – VC/V words, such as sel/ect – prefixes, such as a-, be-, un-, re- – suffixes, such as -est, -y, -en, -less, -full, -some -ly, -y to i, plus -er, or -ly, -er, -ing – words ending in -le. • When reading such sentences as “They were shocked to find out that something had already destroyed their fort,” students use phonic knowledge and skills, together with prior knowledge, meaning and grammatical cues, to read the unfamiliar words and comprehend the meaning. • When reading and writing, students demonstrate consistent sound-symbol associations with: <ul style="list-style-type: none"> – consonant blends sp, tw, sw, sm, spl – final consonant blends and digraphs -sh, -ch, -nk, -ng – vowel diphthongs oi, oy, ow, aw, ou, or, ur, ir – “r” and “w” controlled vowels – hard and soft “c” and “g” – word parts -ight, -dge, -age, -ture.

GRADE 3

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use references</p> <ul style="list-style-type: none">• put words in alphabetical order by first and second letter• use dictionaries, junior dictionaries and spellcheck functions to confirm spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none">• Half the students stand at the front of the class with theme-word cards. The remaining students arrange the cards/students into alphabetical order by first and second letter; e.g., lion, gorilla, leopard, giraffe are rearranged to become giraffe, gorilla, leopard, lion.• Students scan their writing and circle words they think are misspelled. They use a dictionary or junior dictionary to confirm spellings.• Students use the spellcheck function of a word processor and then make an appropriate choice from the list of possible spellings provided. At this point, they may choose to use a dictionary to confirm the meaning of the desired word.

GRADE 3

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays tell or write about favourite parts of oral, print and other media texts identify types of literature, such as humour, poetry adventure and fairy tales, and describe favourites <p>Construct meaning from texts</p> <ul style="list-style-type: none"> connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references 	<ul style="list-style-type: none"> After talking about rocks, students find other books and pictures about rocks, bring rocks they have collected and talk about them, and find information about cave and rock paintings on the Internet. Students listen to <i>Northern Lights: The Soccer Trails</i> and discuss the story told by Kataujaq's grandmother about the Northern lights. They brainstorm stories they have heard that explain natural phenomena. Students watch a video, <i>The Town Mouse and the Country Mouse</i>, and then write in their journals about their favourite parts or exciting events. Two students read the same story. Each student creates a diorama representing a favourite part of the story and shares it with the other. A student looks at the list of book projects for the week and chooses to make a shadow puppet after reading <i>Knots on a Counting Rope</i>. Students discuss such common elements in fairy tales as royalty, good or bad characters, happy endings and "threes." They then locate these elements in a variety of fairy tales and record them on a class chart. A student enters the poem <i>Hurricane</i> from the anthology <i>Earth Magic</i> into the class database that shows favourite pieces of literature. Then, the student searches the database for stories, and, after reading the description of <i>Thunder Cake</i>, signs the book out to read at home. Students record their responses to texts, using such sentence frames as: <ul style="list-style-type: none"> I am like _____ because _____ . I know how _____ feels because _____ . The author's description of _____ reminds me of _____ .

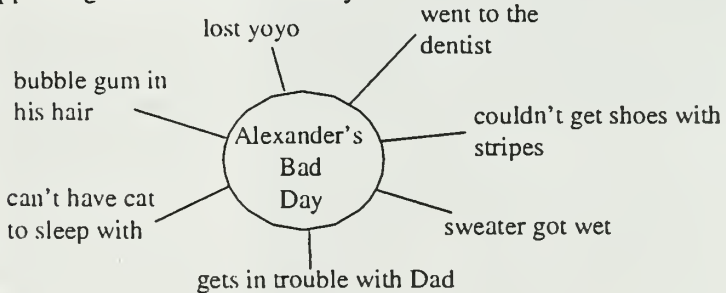
GRADE 3

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples				
<p>Construct meaning from texts (continued)</p> <ul style="list-style-type: none"> connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences summarize the main idea of individual oral, print or other media texts discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts 	<ul style="list-style-type: none"> Students read the poem <i>Rosie and Michael</i> and complete a chart about friends. <table border="1" data-bbox="632 699 1300 901"> <thead> <tr> <th data-bbox="632 699 972 774">What Rosie and Michael like about each other.</th> <th data-bbox="972 699 1300 774">What I like about my friends.</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 774 972 901"></td> <td data-bbox="972 774 1300 901"></td> </tr> </tbody> </table> After viewing the video <i>Alexander and the Terrible, Horrible, No Good Very Bad Day</i>, students web and illustrate the main and supporting details from the story.  Students create photo essays on ideas presented in a story such as <i>The Christmas Miracle of Jonathan Toomey</i>. They share their work by talking about their experiences and making predictions about the future. After seeing examples of totem poles, students discuss how the symbols represent important aspects of people's lives. The students then construct personal totem poles, using a variety of materials, including photographs or drawings, to depict important events in their lives. When the totem poles are complete, students either write or tape an accompanying story. 	What Rosie and Michael like about each other.	What I like about my friends.		
What Rosie and Michael like about each other.	What I like about my friends.				

GRADE 3

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts (continued)</p> <ul style="list-style-type: none"> develop own opinions based on ideas encountered in oral, print and other media texts express preference for one character over another <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> express feelings related to words, visuals and sound in oral, print and other media texts identify how authors use comparisons, and explain how they create mental images 	<ul style="list-style-type: none"> After reading the story <i>The Seven Silly Eaters</i>: Student 1: I don't think the mother should have to prepare all these different meals. Student 2: I think you should have to eat only what you like. Student 3: It's good to try different things. After viewing a video about Robin Hood, a student explains a preference for Robin Hood over the Sheriff of Nottingham. Students role play fairy tale characters. One student chooses to play Sleeping Beauty because she is a favourite character. As a group, students listen to music, watch videos or slides, or look at pictures and then describe feelings related to their listening and viewing. After listening to the poem <i>December</i>, two students paint to express to their feelings about the poem. Students read the poem <i>Silly Trees</i> and discuss how and why the author compares trees to people. Students work together to illustrate the idioms in the poem, <i>When Butter-flies</i>.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none"> identify distinguishing features of a variety of oral, print and other media texts discuss ways that visual images convey meaning in print and other media texts <p>Understand techniques and elements</p> <ul style="list-style-type: none"> include events, setting and characters when summarizing or retelling oral, print or other media texts describe the main characters in terms of who they are, their actions in the story and their relations with other characters 	<ul style="list-style-type: none"> Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium and perspective. Students look at the way print is presented in <i>Oh, The Places You'll Go</i> and discuss the effectiveness of the presentation. After viewing the video <i>Sound</i>, students brainstorm the variety of ways information is presented. After listening to a passage from <i>The Cricket in Times Square</i>, students sketch how they visualize a section when the cricket thinks back to life in the forest. A student chooses a favourite fairy tale character and creates a puppet to tell the story to a Grade 1 reading buddy. The student says, "This is the big bad wolf—who tries to eat the three little pigs, but instead gets tricked by each of them." Students create a web to describe a character in a story; e.g.: <div data-bbox="616 1246 1403 1676" data-label="Diagram"> <pre> graph TD R[Rumpelstiltskin] --- A(helps the miller's daughter become a princess) R --- B(looks like an elf or goblin) R --- C(spins straw into gold) R --- D(gives the princess three chances to guess his name) R --- E(keeps his name a secret) R --- F(wants the princess to give him the baby if she cannot guess his name) </pre> </div> After listening to a chapter from <i>Little House on the Prairie</i>, a student writes a journal entry imagining what it would be like to be Laura, travelling in a covered wagon.

GRADE 3

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Experiment with language</p> <ul style="list-style-type: none">• identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques• recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment	<ul style="list-style-type: none">• Students compare information about whales gathered from an encyclopedia, children's magazine or web site. They discuss the ways in which pictures, sound, fonts, colour and graphics make the text information more interesting.• After viewing <i>The Magic School Bus: Inside the Earth</i>, students refer back to the book, focusing on the boldface print, to refresh their memory about areas of interest.• Students practise a choral reading of <i>Pierre</i> and discuss the best ways to stress the repetitive lines.• When the class hears one student's story at author's chair, a classmate suggests making it into readers' theatre. The student then presents it with four friends, using special voices and sound effects.

GRADE 3

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none"> experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> use sentence variety to link ideas and create impressions on familiar audiences 	<ul style="list-style-type: none"> Small groups of students make a web, or pair-share ideas/events before beginning writing; e.g., <div data-bbox="756 664 1179 868" data-label="Diagram"> <pre> graph TD Spiders((Spiders)) --- Protection Spiders --- Habitat Spiders --- WebConstruction[Web Construction] Spiders --- Food </pre> </div> Students record words, phrases, brief descriptions and pictures on such topics as personal experiences, family members, sports events and special occasions. Students experiment with using short sentences for emphasis or to convey excitement or action, such as speed. They use longer sentences to explain cause and effect or relationships. Using samples of student writing, students suggest ways the sentences can be varied to enhance meaning and make the writing more interesting.

GRADE 3

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Structure texts</p> <ul style="list-style-type: none">• experiment with a variety of story beginnings to choose ones that best introduce particular stories • add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot	<ul style="list-style-type: none">• Students brainstorm for interesting story beginnings and post them on the school web site, chart paper or classroom bulletin board. They ask which story beginnings other students would most like to use in their own stories.• Students read the beginning sentences of a variety of stories and list the things that make story beginnings effective; e.g., introduces the main character, sounds exciting, presents a problem. They post their findings on a chart, for use in their own writing. • Students form groups and take a familiar story; e.g., <i>The Three Little Pigs</i>, and divide the story into sections. Each group of students takes a section and adds to it. They share and discuss the whole story and how the details add to the story.• A student writes a story about the time his dog went missing. The student gives enough detail to tell how he felt when the dog was missing, where he looked and how long he looked. He describes how he found the dog, in a way that the listener or reader senses his surprise or relief.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Draft Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> • use self-questioning to identify information needed to supplement personal knowledge on a topic • identify facts and opinions, main ideas and details in oral, print and other media texts <p>Determine information needs</p> <ul style="list-style-type: none"> • ask topic-appropriate questions to identify information needs <p>Plan to gather information</p> <ul style="list-style-type: none"> • contribute ideas for developing a class plan to access and gather ideas and information 	<ul style="list-style-type: none"> • In a mathematics journal, students use sentence stems, such as: <ul style="list-style-type: none"> – I need to find out more about ... – I wonder why/how ... • After reading <i>A... B... Sea</i>, students comment: <p>Student 1: A jellyfish is not a fish.</p> <p>Student 2: The jellyfish seems larger than the scuba driver.</p> <p>Student 3: I think that big jellyfish looks scary.</p> • After a discussion on friendship, students contribute ideas to a class chart under such headings as <i>What Makes a Good Friend</i>, <i>How to Make Friends</i>, <i>How to Keep Friends</i>. • When starting to find out about birds, students develop three to five questions under such headings as <i>habitat</i>, <i>babies</i>, <i>enemies</i>, <i>food</i> and <i>physical description</i> to guide their information gathering. • Through discussion, students develop a list of places where information on a topic could be located. They display the list for future reference. • Students use various types of organizers to record ideas and display them, and discuss situations where they can be used. • Students talk about how they can find out about their community in the past: <p>Student 1: We could ask my Grandma. She's lived here a long time.</p> <p>Student 2: I've seen books in the library.</p> <p>Student 3: Maybe we could go to the historical site near town.</p>

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none"> find information to answer research questions using a variety of sources, such as children’s magazines, CDROMs, plays, folk tales, songs, stories and the environment <p>Access information</p> <ul style="list-style-type: none"> use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information locate answers to questions and extract appropriate and significant information from oral, print and other media texts use card or electronic catalogues to locate information <p>Evaluate sources</p> <ul style="list-style-type: none"> review information to determine its usefulness in answering research questions 	<ul style="list-style-type: none"> Students use such resources as nature magazines, the encyclopedia, a zoo CDROM, the Internet and a park naturalist to find out about bison. A student looks up “schools” in the index of <i>A Pioneer Story</i>. The student spots a picture of a child writing on a small chalkboard and reads that children used slate pencils to write on slate boards. This information is added to the class chart on Communities in the Past. Students discuss how they have learned to use the computer to find information. <ul style="list-style-type: none"> Student 1: The teacher showed me how to use the “plus sign” or the word “and” between two Internet search terms. Student 2: My mom and I figured out how to search for <i>Sesame Street</i> by putting the two words in quotation marks. When finding out about an animal, a student highlights the parts of a passage that tell: <ul style="list-style-type: none"> where an animal lives how the animal uses camouflage an interesting physical characteristic. After listening to <i>Charlie and the Chocolate Factory</i>, one student shows another how to look under “Humour” in the subject index and Roald Dahl in the author index to find other books that he has written. A student is learning to snowboard and wants to find out more about the sport. The parents help find some magazines and newspaper articles about the sport but the student still doesn’t know what kind of snowboard is best for beginners. A student looks for books on the yearly pilgrimage trip to Lac la Biche in pioneer times. The books only tell about fishing at Lac la Biche so the student asks a great-grandparent if she remembers going to Lac la Biche when she was young.

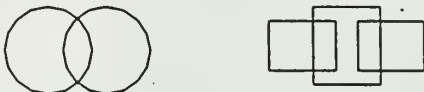
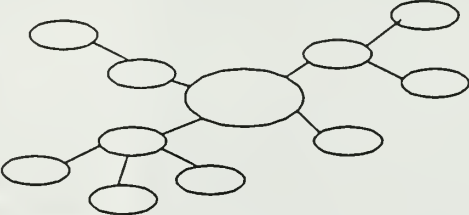
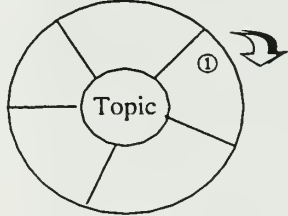
GRADE 3

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record, and Evaluate

Specific Outcomes	Draft Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> organize ideas and information using a variety of strategies, such as clustering, categorizing and sequencing 	<ul style="list-style-type: none"> Students use a variety of graphic organizers, such as: <ul style="list-style-type: none"> <u>Venn Diagrams</u>  <u>Mind Map</u>  <u>Sequence Circle</u>  In a personal science log, a student writes in proper sequence about “What I did” when testing the strength of construction materials, using, for example 1., 2., 3., or first, second, third.

General Outcome 3
 Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record, and Evaluate (continued)

Specific Outcomes	Illustrative Examples									
<p>Organize information (continued)</p> <ul style="list-style-type: none"> • draft ideas and information into short paragraphs, with topic and supporting sentences 	<ul style="list-style-type: none"> • A student uses a sandwich form to write a paragraph about a favourite rock: <div style="text-align: center; margin: 10px 0;"> </div> <p>The student writes: Obsidian is my favourite rock. It is black, which is also my favourite colour. It is shiny and smooth. It is so smooth, it is easy to guess when it is in the mystery bag. I like obsidian so much I think my Mom should get some for our yard.</p> 									
<p>Record information</p> <ul style="list-style-type: none"> • record facts and ideas using a variety of strategies; list titles and authors of sources 	<ul style="list-style-type: none"> • Students use jot notes on a research chart to record facts about a specific topic of interest, such as the grey wolf. <div style="margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%; padding: 5px;">Appearance</td> <td style="width: 33%; padding: 5px;">Food</td> <td style="width: 33%; padding: 5px;">Interesting Facts</td> </tr> <tr> <td style="padding: 5px;">Habitat</td> <td style="padding: 5px;">Life Cycle</td> <td style="padding: 5px;">Enemies</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">Titles and Authors</td> </tr> </table> </div> • While studying about hearing and sound, students use a spreadsheet program to create a chart where they record the titles and authors of the books they read. 	Appearance	Food	Interesting Facts	Habitat	Life Cycle	Enemies			Titles and Authors
Appearance	Food	Interesting Facts								
Habitat	Life Cycle	Enemies								
		Titles and Authors								

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record, and Evaluate (continued)

Specific Outcomes	Illustrative Examples
<p>Record information (continued)</p> <ul style="list-style-type: none"> list significant ideas and information from oral, print and other media texts <p>Evaluate information</p> <ul style="list-style-type: none"> determine if gathered information is sufficient to answer research questions 	<ul style="list-style-type: none"> After viewing the video <i>Planet Earth: Caring for Our Environment</i>, students list ways they can help take care of the Earth. Before writing a report using the computer, a student found that making jot notes was a good way to gather the information needed. <ul style="list-style-type: none"> Students present/share with peers information gathered to date on a topic. Peers question, comment, suggest areas where more information is needed. A student refers to a scoring guide to confirm that all the requirements for an excellent report have been completed. The student checks the headings to be sure there is information on habitat, enemies and the lifecycle of a black bear.

GRADE 3

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">• organize and share ideas and information on topics to engage familiar audiences• use titles, headings and visuals to add interest and highlight important points of presentation <p>Review research process</p> <ul style="list-style-type: none">• assess the research process, using pre-established criteria	<ul style="list-style-type: none">• Students use an overhead projector, along with a diorama, to present an oral report.• Students make a set of posters to organize their presentation about salmon.• While studying rocks and minerals, some students read poems they have written, some share posters they have made, and still others share a dance created to music.• Some students share their presentation software slideshow with the class. They used two different title transitions throughout their presentation.• A student writes headings on an overhead transparency as a prompt for an oral presentation. <ul style="list-style-type: none">• Students use a checklist of questions developed by the class, such as:<ul style="list-style-type: none">– How could I use headings to organize my presentation better?– Are my main ideas clear?– Did I use a variety of sources?– Did I ask others for assistance?

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> share own oral, print and other media texts with others to identify strengths and ideas for improvement <p>Revise and edit</p> <ul style="list-style-type: none"> combine and rearrange existing information to accommodate new ideas and information edit for complete and incomplete sentences <p>Enhance legibility</p> <ul style="list-style-type: none"> print legibly, and begin to learn proper alignment, shape and slant of cursive writing 	<ul style="list-style-type: none"> Students peer conference and use the following statements to make recommendations: <ul style="list-style-type: none"> I like the way ... Tell me how ... I think you could try ... The colours ... I was confused when ... I would like to know more about ... While writing a poem about horses, a student reads a couple of lines to classmates and asks: "Does it sound like the horse is going really fast?" Students use various editing techniques; e.g., cut and paste, use of star (★), caret (^), writing on every second line. While editing a group story, one student add another student's ideas to the narrative by moving the cursor to the insertion point and then typing. Using a story on the overhead that contains complete and incomplete sentences, students identify incomplete sentences and tell how they could be corrected. Using stories they have written, students cut apart sentences and identify them as complete or incomplete. Students write their names in the cursive style and decorate them for a special name tag.

GRADE 3

General Outcome 4
 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples																		
<p>Enhance legibility (continued)</p> <ul style="list-style-type: none"> • space words and sentences consistently on a line and page • use keyboarding skills to compose, revise and print text • understand and use vocabulary associated with keyboarding and word processing <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • explain relationships among words and concepts associated with topics of study • experiment with words and word meanings to produce a variety of effects 	<ul style="list-style-type: none"> • While editing a paragraph, a student deletes the extra spaces between words caused by holding down the space bar too long. • A student composes a short story on a topic, such as a favourite recreation or an activity, revises it with a peer and prints it for inclusion in a class book. • Students know and use such terms as backspace, delete, cut, paste, caps lock, enter, spellcheck. <ul style="list-style-type: none"> • Students use such words as pitch, vibration, soundproof and loudness to talk about different aspects of hearing and sound in their daily lives. • Students brainstorm words to web specific aspects of a topic of study; e.g., characteristics of mammals, birds, fish. • Students brainstorm for alternative words for overused words found in student writing: <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">– said</td> <td style="padding-right: 20px;">muttered</td> <td>screamed</td> </tr> <tr> <td></td> <td>whispered</td> <td>yelled</td> </tr> <tr> <td></td> <td>shouted</td> <td>croaked</td> </tr> <tr> <td>– went</td> <td>sauntered</td> <td>marched</td> </tr> <tr> <td></td> <td>galloped</td> <td>skipped</td> </tr> <tr> <td></td> <td>slithered</td> <td>circled</td> </tr> </table> • After reading the poem <i>When Butter-flies</i>, a student shares a poem written at home: Last summer at the lake I saw “horse-flies” while it rained cats and dogs. 	– said	muttered	screamed		whispered	yelled		shouted	croaked	– went	sauntered	marched		galloped	skipped		slithered	circled
– said	muttered	screamed																	
	whispered	yelled																	
	shouted	croaked																	
– went	sauntered	marched																	
	galloped	skipped																	
	slithered	circled																	

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Enhance artistry</p> <ul style="list-style-type: none"> choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts 	<ul style="list-style-type: none"> After reading the poem <i>Railroad Reverie</i>, students create sound effects that approximate vocabulary in the poem such as chugger-chugger, rumble-rumble and rattle-rattle. They dramatize the poem, using the sound effects they created. A student writes a poem about a big snowfall and illustrates it with a picture that shows the snow nearly covering the dog kennel in the backyard. Students use the story pattern of <i>Guess What?</i> to create their own story with illustrations. After reading <i>The Important Book</i>, students pattern their own writing on the book. For example: The most important thing about a hamburger is it tastes good. It has meat and bread and cheese and lettuce. It's cooked on a barbeque. It can be eaten using my hands. But the most important thing about a hamburger is it tastes good.

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Draft Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> identify a variety of sentence types, and use in own writing identify correct subject–verb agreement, and use in own writing use adjectives and adverbs to add interest and detail to own writing distinguish between complete and incomplete sentences 	<ul style="list-style-type: none"> After reading <i>The Backyard Time Detectives</i>, students identify simple and compound sentences from selected passages shown on the overhead projector. Students look for examples of similar sentence types in their own writing. Students check for correct subject–verb agreement by viewing examples of writing on an overhead, reading stories out loud to see if they sound correct, and checking with a partner or group. Students correct their errors. Students compare two pieces of writing in terms of interest and detail. They suggest adjectives that could be added to the second piece to make it more interesting; e.g., “The old house.” becomes “The old, tattered, run down house.” In a story about the first ski lesson, a student checks the class chart to add words that better describe getting off a chair lift for the first time. In a centre activity, students work alone or with a partner, to assemble word strips into complete sentences. <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">The little dog</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">barked</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">at the mailman.</div>
<p>Attend to spelling</p> <ul style="list-style-type: none"> use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing 	<ul style="list-style-type: none"> When writing such words as different, important, animal, however, students divide the words into parts, associate letters with the sounds across the whole word, and continue writing, checking the spelling later. During a peer editing activity, a student points out to the writer the need to change the word “gooses” to “geese”. Students look at a prepared word list and come up with a rule or description of what is common about how the words are spelled.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to spelling (continued)</p> <ul style="list-style-type: none"> • identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • use capital letters appropriately in titles of books and stories • use exclamation marks, appropriately, as end punctuation in own writing • use apostrophes to form common contractions and show possession in own writing • identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension 	<ul style="list-style-type: none"> • Students keep a personal list of words they frequently misspell and refer to it when editing their work. • Students reread their own writing to correct words they misspelled. Words they are unsure of are circled and are located in their dictionary or corrected with the help of a friend or the teacher. • Students share strategies on remembering how to spell particular words; e.g., <ul style="list-style-type: none"> – constructing mnemonic devices: island = IS LAND because = <u>B</u>ears <u>E</u>at <u>C</u>rackers <u>A</u>nd <u>U</u>sually <u>S</u>wallow <u>E</u>nough – Exaggerating difficult word parts: envIRONment friEND. • When entering the titles of books they have read into their reading logs, students use capital letters appropriately. • While writing an adventure story, a student reads part of it aloud to determine where to place exclamation marks. • Students use a variety of contractions when writing valentine messages; e.g.: <ul style="list-style-type: none"> – Won't you be mine? – I'll think it's divine, if you're my valentine! – I can't wait until you're my valentine! • After a community walk, students use apostrophes to show possession when writing directions to particular places in their community; e.g.: To get to Joey's house, you walk three blocks west and then turn right and walk north past Michelle's Grandfather's store. • When reading out loud, a student runs two sentences together, realizes it does not make sense, goes back and pauses at the period, and then reads on.

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples
Present information <ul style="list-style-type: none">present ideas and information on a topic, using a pre-established plan	<ul style="list-style-type: none">When preparing to present a group play, students decide what information they need to tell the audience and who will do each piece, e.g.: Student 1: Tells the title of the play. Student 2: Introduces the characters after the play. Student 3: Asks the audience what they thought of the play.
Enhance presentation <ul style="list-style-type: none">use print and nonprint aids to illustrate ideas and information in oral, print and other media texts	<ul style="list-style-type: none">Students enhance their own presentations, using such aids as storyboards or presentation software.Students enhance written work, by adding adjectives, dialogue, questions, different font styles and sizes and pictures from a CDROM encyclopedia.A student adds colour to a poster advertising a pet rock and makes certain words larger in the text at the bottom.
Use effective oral and visual communication <ul style="list-style-type: none">speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas	<ul style="list-style-type: none">Students present their own poetry, or a published poem of their choice, and focus on reading with expression.While performing a puppet play, one group member narrates in a clear, steady voice that helps the group keep up and also makes it easy for the class to listen to the story. The narrator uses a buzzing voice for the hornets and a booming voice for the big black cloud.

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">rephrase, restate and explain the meaning of oral and visual presentationsidentify and set purposes for listening and viewing	<ul style="list-style-type: none">Students explain in their own words the key items to include in a first aid kit after a presentation by the community nurse.The class invites a senior to talk about the community in the past: Student 1: I want to know if bread was made from scratch. Student 2: I wonder how people kept warm in winter. Student 3: I wonder what school was like back then.One student wonders why the class is watching a video about fish that has no narration. Another student says that it gives the class ideas about what fish look like, where they live and how they move.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts retell, paraphrase or explain ideas in oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities 	<ul style="list-style-type: none"> While one group member reads <i>Anansi the Spider</i>, the rest freeze into a tableau illustrating the pranks Anansi pulled. Then each person, in sequence, unfreezes, tells about a prank Anansi pulled, adds one of their own, and then refreeze into that position. After viewing a <i>Ramona</i> video, students describe Ramona’s home and school life and discuss how they compare to their own home and school experiences. Students tell about movies or sports events they watched or took part in over the weekend. After watching a video presentation about different kinds of rocks, students talk about what they learned, through the use of prompts <ul style="list-style-type: none"> This video was all about _____. Three kinds of different rocks that I learned about were _____, _____ and _____. I also learned that _____. I was surprised to find out that _____. After reading the story <i>Anansi the Spider</i>, one student talks about an uncle who is always playing tricks, another student writes a story about a trickster who messes up the bedroom, a group of students invents a trickster who does things to the classroom.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • use appropriate language to acknowledge and celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none"> • demonstrate respect for the ideas, abilities and language use of others 	<ul style="list-style-type: none"> • Students record comments to recognize and praise an author's work on a "Comments Page" attached to the back of individually published stories. • During a class meeting, students compliment each another on accomplishments or kindnesses shown to others. A ball is passed round a circle, and is held by the speaker; e.g., "I would like to compliment Chan for sharing his story." Chan replies, "Thank you Becky." The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone. • Upon completion of their unit on rocks, the class lists links to other sites and posts their poems, stories, pictures and links on the Internet. After the weekend, one student tells about finding the school web site and seeing everyone's work on the computer at home. <ul style="list-style-type: none"> • As students share their stories using the author's chair, their classmates make thoughtful and helpful comments, using sentence frames such as: <ul style="list-style-type: none"> - I couldn't understand why _____. Can you explain some more about that? - Your characters were very interesting. I liked the way they _____.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples
<p>Cooperate with others.</p> <ul style="list-style-type: none"> • work cooperatively with others in small groups on structured tasks • identify and seek help from others who can provide assistance in specific situations <p>Work in groups</p> <ul style="list-style-type: none"> • contribute ideas and information on topics to develop a common knowledge base in the group • ask others for their ideas, and express interest in their contributions 	<ul style="list-style-type: none"> • Students work in pairs to research different bridge designs, and then design and build a bridge strong enough for a toy car to cross. • When preparing a group presentation about a particular animal, one student makes an overhead transparency summarizing their ideas, two students work together to make a diorama showing the animal’s habitat, and another student makes a poster about the animal. • During a group activity, such as colouring eggs or planting bean seeds, the group completes the task, using assigned materials and directions. • At the beginning of the year, each student interviews a partner, introduces the partner to the class and includes such details as interests and strengths. • Students email selected authors to ask them to read the first drafts of their stories. • Students volunteer to be “experts” on topics of interest. • Students brainstorm for ideas about where to find information on community recreation activities and facilities. • In groups, students find an article, picture, book, web site or CDROM that relates to the topic being studied. They share and compare the information they have found to determine what is most useful to their purpose. • Students contribute information on the properties of a variety of rocks for a class chart used to identify similarities and differences. • As new groups form, they work together to come up with a group name that is agreeable to everyone. All ideas are considered.

GRADE 3

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 *Work Within a Group*

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none">• assess the effectiveness of group process, using pre-established criteria	<ul style="list-style-type: none">• Students develop questions about how to work effectively in a small group; e.g.,<ul style="list-style-type: none">– What are some ways students can participate in a group?– How does listening to others help in group work?– What would you say or do to encourage everyone to share ideas? <p>Students use the questions to enhance group work.</p>

Grade 3 References
Response Draft of Illustrative Examples
November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Charlie and the Chocolate Factory. Roald Dahl. Illustrated by Joseph Schindelman. New York, NY: Knopf, 1973.

Christmas Miracle of Jonathan Toomey, The. Susan Wojciechowski. Cambridge, MA: Candlewick Press, 1995.

Cricket in Times Square, The. George Selden. New York, NY: Dell, 1960.

Earth Magic. Dionne Brand. Illustrated by Roy Crosse. Toronto, ON: Kids Can Press, 1979.

Guess What? Mem Fox and Vivienne Goodman. Adelaide, Australia: Omnibus Books, 1988.

Important Book, The. Margaret Wise Brown. Illustrated by Leonard Weisgard. New York, NY: Harper, 1949.

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Little House on the Prairie. Laura Ingalls Wilder. Illustrated by Garth Williams. New York, NY: Harper, 1953.

Northern Lights: the Soccer Trails. Michael Arvaarluk Kusugak. Illustrated by Vladyana Krykorka. Willowdale, ON: Annick Press, 1993.

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Pierre: a Cautionary Tale in Five Chapters and a Prologue. Maurice Sendak. New York, NY: Harper & Row, 1962.

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Roses Sing on New Snow: A Delicious Tale. Paul Yee. Toronto, ON: Douglas & McIntyre, 1991.

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Seven Silly Eaters, The. Mary Ann Hoberman. Illustrated by Marla Frazee. San Diego, CA: Harcourt Brace, 1997.

Thunder Cake. Patricia Polacco. New York, NY: Philomel Books, 1990.

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Illustrative Examples

for

English Language Arts

Grade 4

RESPONSE DRAFT

November 1998

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Draft Illustrative Examples																
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> compare new ideas, information and experiences to prior knowledge and experiences ask questions, paraphrase and discuss to explore ideas and understand new concepts 	<ul style="list-style-type: none"> After students brainstorm what kinds of pollution/waste they already know about, they think about and tour their own community and record examples of pollution/waste. They then discuss and compare information recorded on a chart: <table border="1" data-bbox="612 809 1392 1064"> <tr> <td>What kinds of pollution/waste do you know about?</td> <td>What kinds of pollution/waste do you have in your community?</td> </tr> <tr> <td> <ul style="list-style-type: none"> rainforest air water oil spills bamboo </td> <td> <ul style="list-style-type: none"> garbage air pollution from factories, cars, buses smoke smog </td> </tr> </table> Students create a KWL chart when reading <i>Cassandra's Driftwood</i>. <table border="1" data-bbox="612 1146 1412 1244"> <tr> <td>What do I know about living by the sea?</td> <td>What do I want to know?</td> <td>What did I learn?</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> Students paraphrase and record ideas and questions during class discussions on such topics as: <ul style="list-style-type: none"> Should companies be allowed to drill for oil in a national/provincial park? <table border="1" data-bbox="644 1449 1400 1645"> <thead> <tr> <th>Pros</th> <th>Cons</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> We need the oil no matter where it is. Oil makes money. </td> <td> <ul style="list-style-type: none"> Animal homes are destroyed. Scenery is ripped up. </td> <td> <ul style="list-style-type: none"> What if there is an oil shortage? Would it be okay to drill then? </td> </tr> </tbody> </table> Should the city be allowed to spray for dandelions and/or mosquitoes? 	What kinds of pollution/waste do you know about?	What kinds of pollution/waste do you have in your community?	<ul style="list-style-type: none"> rainforest air water oil spills bamboo 	<ul style="list-style-type: none"> garbage air pollution from factories, cars, buses smoke smog 	What do I know about living by the sea?	What do I want to know?	What did I learn?				Pros	Cons	Questions	<ul style="list-style-type: none"> We need the oil no matter where it is. Oil makes money. 	<ul style="list-style-type: none"> Animal homes are destroyed. Scenery is ripped up. 	<ul style="list-style-type: none"> What if there is an oil shortage? Would it be okay to drill then?
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Pros	Cons	Questions															
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GRADE 4

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Express ideas and develop understanding (continued)</p> <ul style="list-style-type: none">share personal responses to explore and develop understanding of oral, print and other media texts	<ul style="list-style-type: none">As students are reading a map of Alberta: Student 1: Where is Mundare? My cousin lives there. Student 2: How far is it to Lake Louise? We're going skiing soon. Student 3: Where is Drumheller? We're going to the museum in the spring.In small groups, students discuss posters, cartoons, advertisements, comic strips and give their personal responses.<ul style="list-style-type: none">The bright colours on the poster really makes it stand out.The food in the advertisement looks so good.The comic strip on camping was funny because that's what happened on my family trip.After watching a play or school performance or reading a book, such as <i>The Red Balloon</i>, students talk about what was appealing or meaningful; e.g., "I wish I was the boy following the balloon. I would be free to go wherever I wanted."
<p>Experiment with language and forms</p> <ul style="list-style-type: none">discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts	<ul style="list-style-type: none">Students discuss what they learned about war after reading such novels as <i>Sadako and the Thousand Paper Cranes</i> or <i>Shin's Tricycle</i>, encyclopaedia articles and textbooks, viewing illustrations and videos, and using CDROMs.In a journal entry, a student describes why reading <i>Waiting for the Whales</i> was enjoyable and what this story added to knowledge about whales gained from a guide's presentation at a marine park and a nature show on television.

GRADE 4

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples				
Express preferences <ul style="list-style-type: none">select preferred forms from a variety of oral, print and other media texts	<ul style="list-style-type: none">A student describes the preferred form of the story <i>Cinderella</i>; e.g., CDROM, video, play, books. “I liked the story on the CDROM because it was fun to click on the characters. They would introduce themselves and I could see the setting.”A student chooses to document plant growth by taking photographs at one-week intervals, rather than by drawing pictures or plotting the plant height on a graph each week.				
Set goals <ul style="list-style-type: none">identify areas of personal accomplishment and areas for enhancement in language learning and use	<ul style="list-style-type: none">Following a writing assignment, students list what they did well and areas for improvement; e.g.,<table border="1" data-bbox="586 1032 1380 1160"><thead><tr><th>What I Do Well</th><th>What I Want to Do Better</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">I indent my paragraphs.</td><td><ul style="list-style-type: none">I'm not sure when to start a new paragraph.</td></tr></tbody></table>A student views on video a personal poetry reading or readers' theatre presentation and then critiques what went well and what could be improved; e.g., expression, speed, volume, clarity.	What I Do Well	What I Want to Do Better	<ul style="list-style-type: none">I indent my paragraphs.	<ul style="list-style-type: none">I'm not sure when to start a new paragraph.
What I Do Well	What I Want to Do Better				
<ul style="list-style-type: none">I indent my paragraphs.	<ul style="list-style-type: none">I'm not sure when to start a new paragraph.				

GRADE 4

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples
<p>Consider others' ideas</p> <ul style="list-style-type: none"> identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts <p>Combine ideas</p> <ul style="list-style-type: none"> use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences 	<ul style="list-style-type: none"> After looking at a variety of picture books or illustrations about a topic, students discuss the styles of illustration they like best. Students talk about Cindy's actions in <i>How Smudge Came</i>. <ul style="list-style-type: none"> While on a field trip to a recycling plant, students find the answers to such questions as, "What items are recycled?," "What are recycled materials used for?" They record the answers using jot notes. A student writes in a mathematics journal entry, "I learned that drawing a picture can help me solve a mathematics problem." Students make a cluster diagram about "Water" and explore ideas through a poem, picture, narrative, etc. <div data-bbox="666 1146 1360 1508" data-label="Diagram"> <pre> graph TD water((water)) --- A[swimming pool - fun - splash] water --- B[rain - falls - soft - hard] water --- C[flood] water --- D[basement] water --- E[messy] water --- F[mountains] water --- G[rivers] water --- H[streams] water --- I[cold lakes] water --- J[refreshing] </pre> </div> <ul style="list-style-type: none"> After a field trip, students write a group thank you letter. Individual students record what was of particular interest to them about the trip.

GRADE 4

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Extend understanding</p> <ul style="list-style-type: none">• explore ways to find additional ideas and information to extend understanding	<ul style="list-style-type: none">• After listening to a guest speaker tell about World War II, one student finds information on airforce heroes on the Internet, another interviews a former war bride and another views pictures from textbooks on battle scenes.• While researching a project on what plants need in order to grow, groups of students share ideas, information and resources so they can learn from each other.• Students brainstorm possible search words for Internet sites when discussing the history of oil drilling.• Using a geography software program, a student clicks on various links and video clips and says, “I have found the three prairie provinces.”

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none">• use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information• explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none">• preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate	<ul style="list-style-type: none">• While reading <i>The Hockey Sweater</i>, students relate what they know about sports teams and rivalries to help them understand the boy's reaction and empathize with his emotions.• Students use their experiences of science experiments with batteries and light bulbs to assist in understanding information from a textbook about Edison's invention.• As part of learning about plant growth from a resource book, students record their findings in a chart and discuss with others:<ul style="list-style-type: none">– <u>What I Know</u> about plant growth.– <u>What I Found Out</u> about plants after viewing a video about them.– <u>What Else I Want to Learn</u> about plants.• One student explains to another how the arrangement of text in a CDROM reading indicates where to click for specific information.• After making oatmeal cookies from a recipe, students comment on how the recipe helped them: Student 1: The ingredients were listed first so we knew what we needed. Student 2: The directions were listed in order, so we knew to preheat the oven before mixing the cookies.• When choosing a library book, a student skims the cover, illustrations and content and then reads some random passages to determine if the book is of interest and at an appropriate reading level.• When preparing for a group presentation on aboriginal leaders, a student looks through textbooks to find specific information on Chief Crowfoot.

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none"> comprehend new ideas and information by responding personally and discussing ideas with others extend sight vocabulary to include words frequently used in other subject areas 	<ul style="list-style-type: none"> After listening to a visually impaired guest speaker, students direct questions and comments to the speaker: Student 1: How do you count your money? Student 2: Once I had to wear a patch over my eye and couldn't see very well. Student 3: How do you know when it's safe to cross the road? After reading the poem, <i>A Buck in the Snow</i>, students share and discuss responses in small groups. Student 1: I hunt with my family every winter. We camp in the bush. Student 2: I feel sorry for the deer whose mate was killed. Using a learning log, students record what they have learned by drawing pictures, writing, webbing and jotting down key ideas. In a dialogue journal, one student writes about gum chewing in schools. Another student reads the entry in the log and adds a personal opinion. <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> <p><u>Journal entry</u> I think gum chewing should be allowed because it is not so bad.</p> </div> <div style="text-align: left;"> <p><u>Journal entry</u> I agree, but students who don't chew properly should not chew gum!</p> </div> </div> <ul style="list-style-type: none"> Students recognize, by sight, words associated with revising and editing text on a word processing program; e.g., inset, delete, view, format, cut, copy and paste. Students identify and discuss key words/concepts and add them to webs/maps as themes/topics are developed; e.g., <div style="text-align: center;"> <pre> graph TD G((garbage)) --- R1[rotting] G --- R2[composting] G --- R3[decompose] G --- R4[waste] G --- R5[decay] G --- R6[reuse] G --- R7[recycle] </pre> </div>

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none">• monitor understanding by confirming or revising inferences and predictions based on information in text <p>Use textual cues</p> <ul style="list-style-type: none">• use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information• distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information	<ul style="list-style-type: none">• While reading <i>The Three and Many Wishes of Jason Reid</i>, the student makes such predictions as, “I think that on his third wish Jason will ask for more wishes.” After reading further, the student says, “I was right. He asked for more wishes.”• After watching a video on recycling, a student says, “I thought I’d find out about how garbage is recycled, but the video just showed what gets recycled, and how it’s collected.” <ul style="list-style-type: none">• Students use information in the margins of textbooks, picture captions, questions, chapter introductions or summaries and special features, to assist in understanding a topic.• On a field trip to a museum, students use display labels to locate and understand specific items and information.• When preparing a group poster presentation on “Sewage Treatment” students use such headings as Transporting Sewage, Use of Chemicals, Sewage Plants and Health Concerns, to organize their information. <ul style="list-style-type: none">• Students compare information about lifestyles in Quebec presented in a textbook and in a pen pal letter: Student 1: The textbook shows the lifestyle of different families, but does not give much information about each one. The text also has a lot of illustrations and the information is organized under specific headings. Student 2: The letter is shorter and has lots of personal details, but it only tells about one family’s experiences. The information is all jumbled up. Sometimes we have to guess at it.

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples						
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> identify and know the meaning of some frequently used prefixes and suffixes apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context 	<ul style="list-style-type: none"> Students add words from their reading or words with common prefixes and/or suffixes to a class scrapbook, e.g., <div data-bbox="807 727 1150 942" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">--er – means “able to”</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">teacher</td> <td style="padding: 2px 10px;">cleaner</td> </tr> <tr> <td style="padding: 2px 10px;">singer</td> <td style="padding: 2px 10px;">player</td> </tr> <tr> <td style="padding: 2px 10px;">learner</td> <td style="padding: 2px 10px;">trainer</td> </tr> </table> </div> Students use their knowledge of the meaning of prefixes, such as re-(again), pre-(before), un-(not), bi-(two) and suffixes, such as -less (without) to read and understand the meaning of words like replacement, unhappy, bilingual, painless. When reading an unfamiliar word such as “unforgettable” students look for something familiar within the word, such as a root word or compound word, or they divide the word into syllables to figure it out. Students talk about the strategies they use to read unfamiliar words e.g.: <ul style="list-style-type: none"> Student 1: I reread when I don’t understand. Student 2: I look at the pictures. Student 3: I break a word into parts. Student 4: I sound words out. Student 5: I skip the word, finish the sentence, then go back and try to figure it out. Student 6: I think about where I’ve heard a word before and think of how it fits with the sentence. When reading the sentence, “The bird perched on a branch of a chestnut tree”, the student reads on past the unfamiliar word “chestnut,” realizes the meaning of the word relates to tree and uses phonics to sound out the word. 	teacher	cleaner	singer	player	learner	trainer
teacher	cleaner						
singer	player						
learner	trainer						

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use references</p> <ul style="list-style-type: none">• use alphabetical order by first and second letter to locate information in reference materials• use junior dictionaries, spell check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none">• Students locate words like “climate,” “combine,” “crude oil” in the glossary of <i>Alberta Our Province</i>.• Students make personal telephone lists of family and friends’ names and numbers.• When spell checking a story, a student chooses the word “vegetable” from the choices “veritable” or “vegetable” to correct the misspelled word, “Lots of vejitables are growing in our garden.”• A student uses a junior dictionary to check which spelling, “desert” or “dessert,” should be used in the sentence: “We had strawberries for _____.”

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> • experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs • identify and discuss favourite authors, topics and kinds of oral, print and other media texts • discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker • retell events of stories in another form or medium 	<ul style="list-style-type: none"> • During a class discussion on out of school activities, a student talks about a favourite sport, swimming, and participating in a swim meet. The student shows a newspaper article about the swim meet. • A student reviews a personal reading log, notices that there are many mysteries listed and decides to read a folk tale for a change. • Students dramatize the main events of <i>Rebel Glory</i> using one student as narrator and other students as characters. • In small groups, students discuss favourite videos about heroes and what being a hero means to them. • A student uses email to communicate with a favourite author and shares information received with the class. • After the teacher reads several books related to the author of the month: Mordecai Richler; e.g., <i>Jacob Two-Two's First Spy Case</i>, <i>Jacob Two-Two Meets the Hooded Fang</i>, <i>Jacob Two-Two and the Dinosaur</i>, the class discusses similarities and differences in characters, themes, settings and style. • Students discuss various works by an illustrator, such as Ted Harrison, Georgia Graham or George Littlechild. Student 1: I like his style; he uses very bold colours and dark lines. Student 2: Her paintings make me feel like I am right there in the scene. • After reading <i>Jacob Two-Two's First Spy Case</i>, a student says: "I really like Jacob Two-Two. "Did the author write any other books about him?" The teacher replies, "Yes, you may want to try <i>Jacob Two-Two and the Dinosaur</i>." • Students retell a story by creating pictures in a sequential order on a computer drawing program. • While listening to <i>The Last Quest of Gilgamesh</i>, students quickly sketch or record the main events of the story. They then make diary entries of selected events as if they were Gilgamesh.

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts (continued)</p> <ul style="list-style-type: none"> make general evaluative statements about oral, print and other media texts <p>Construct meaning from texts</p> <ul style="list-style-type: none"> connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts 	<ul style="list-style-type: none"> After reading, viewing or listening to a variety of texts, students make comments, such as: <ul style="list-style-type: none"> I liked/disliked the character when ... I liked how the author/speaker/filmmaker ... In my opinion ... I think the author/speaker/illustrator should have ... After viewing the video, <i>Miss Nelson is Missing</i>, students recall their experiences with a substitute teacher. After listening to or reading the story, <i>On the Day You Were Born</i>, students share stories of the day they, or a family, member were born. After listening to <i>Greedy Zebra</i>, students identify the main events of the story and discuss how and why one event leads to the next. They record story events on a group chart or storyboard: <div data-bbox="677 1175 1267 1522" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> </div> After reading two adventure stories <i>The Magic Paintbrush</i> and <i>The Story of the Jumping Mouse</i>, a student says: “<i>The Magic Paintbrush</i> is like <i>The Story of the Jumping Mouse</i> because _____. But I liked it better because _____.” In groups, students compare the movie and the book, <i>Charlotte’s Web</i>. They tell which they like best and why; e.g., In the movie you can really see Charlotte making letters in the web. When talking about animated videos, a student says, “I like the claymation ones better than the cartoons because the characters look more real.”

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts (continued)</p> <ul style="list-style-type: none">support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts	<ul style="list-style-type: none">When reading <i>Here She Is, Ms Teeny-Wonderful!</i>, students talk about the decision to enter Carol in the contest: Student 1: I don't think Carol's mother should have entered her in the contest. She didn't even like wearing dresses. Student 2: Yes. At first I didn't like having to be in the music festival. I know how she must have felt.After reading <i>Wolf Island</i>, students discuss the effects of environmental change: Student 1: Without the wolves on Wolf Island, the deer population grew and they ate all the food so other animals had less food. Student 2: On a trip Dad pointed out a place where there'd been a landslide and all the trees and plants were gone.
<p>Appreciate the artistry of texts</p> <ul style="list-style-type: none">explain how onomatopoeia and alliteration are used to create mental imagesexplain how language and visuals work together to communicate meaning and enhance effect	<ul style="list-style-type: none">After listening to <i>Princess Prunella and the Purple Peanut</i>, students choose phrases, illustrate them and talk about how their pictures depict the chosen phrases.Students collect frames from comic strips, with such sound words as zoom, zap, boom, crash, and explain how the sounds of the words and the special effects of colour, font size and style add to the effect of the cartoon.Students discuss how pictures add to the meaning of such stories as <i>The Pumpkin Blanket</i> or <i>Peter Spier's Rain</i>.A student shares a scrapbook on a topic, such as a holiday, family celebration or pet, and talks about pictures and captions.A student describes a favourite cartoon in terms of what the characters look like and what they say.

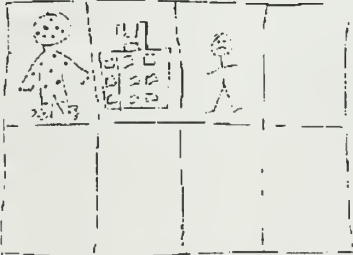
GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples								
<p>Understand forms and genres</p> <ul style="list-style-type: none"> describe and compare the main characteristics of a variety of oral, print and other media texts identify various ways that information can be recorded and presented visually 	<ul style="list-style-type: none"> After viewing group presentations on geographic regions of Alberta, students identify similarities and differences in the presentations; e.g., use of overheads, charts, pictures, different speakers. Students list and discuss the characteristics of a variety of texts, such as: <table border="1" data-bbox="632 842 1282 1075"> <thead> <tr> <th>Picture Books</th> <th>Novels</th> <th>Videos</th> <th>Magazines</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> Students read such poems as <i>Thistles</i> in the anthology <i>Dogs & Dragons, Trees & Dreams</i> or <i>Tube Time</i> and then illustrate the poems. Students make a pictorial story board of the main events in <i>Chocolate Fever</i>.  A student sketches a map to show a friend how to get to the house. 	Picture Books	Novels	Videos	Magazines				
Picture Books	Novels	Videos	Magazines						

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Experiment with language</p> <ul style="list-style-type: none">recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning	<ul style="list-style-type: none">When presenting a poem from a selection, such as <i>Garbage Delight</i> or <i>Jelly Belly</i>, or a story, such as <i>Piggie Pie</i> or <i>Amelia Bedelia</i>, students focus on the arrangement or repetition of words to enhance the presentation.Students identify examples of advertisements, signs, logos, jingles, where repetition is used to reinforce a message; e.g., rules, warnings, persuasion, promoting products.

GRADE 4

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none">• use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none">• select and use visuals that enhance meaning of oral, print and other media texts <p>Structure texts</p> <ul style="list-style-type: none">• produce oral, print and other media texts that follow a logical sequence and demonstrate clear relationships between character and plot• produce narratives that describe experiences and reflect personal responses	<ul style="list-style-type: none">• Before writing a story, students record such initial ideas about characters as, setting, events, timeline in a web, chart, story map.• Students jot down ideas for writing from their reading, listening and viewing experiences.• Students clip pictures from magazines to create a collage to accompany an autobiographical sketch or presentation.• When writing a story, a student uses a painting of an Alberta landscape for extra detail in the setting.• Students choose a favourite character and write a story including placing that character in a different setting.• When reading a first draft of a story, a student says, “I’ll have to add why the character feels angry, because it’s not clear why he won’t help the others.”• While listening to <i>Boy</i> students relate similar experiences about growing up; e.g., trouble at school.• A student writes in a science journal: “I can see that a screw is an inclined plane by unwinding it in my mind.”

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Draft Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> use organizational patterns of expository texts to understand ideas and information focus topics appropriately for particular audiences <p>Determine information needs</p> <ul style="list-style-type: none"> ask relevant questions, and respond to questions related to particular topics <p>Plan to gather information</p> <ul style="list-style-type: none"> develop and follow a class plan for accessing and gathering ideas and information 	<ul style="list-style-type: none"> When doing group research on the effects of immigration and settlement in Alberta, students use the headings from Chapter 4 in <i>Alberta: A Story of the Province and Its People</i> to make a list of the different groups of immigrants. Students read the stories to find personal details. Students use text, maps and legends, chapter organizers and summaries, photographs, questions in text, visuals organizers and personal stories in <i>A Quebec Experience</i> to find information about the geographic regions and natural resources in Quebec. Prior to writing a winter story for a Grade 1 class, students discuss how the audience will influence their choice of vocabulary, style and language; e.g., lots of illustrations and simple sentences. When preparing a presentation for the Grade 3 class about life and work in grade 4, students identify what would be important for grade 3 students to know and ways to make a presentation informative and entertaining. When talking about a plant grown in class, a student answers such questions as How often did you water it? Did you keep it in the light all the time? How long did it take to grow from a seed? Students brainstorm possible resources and locations to find information on owls. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div data-bbox="586 1502 975 1686"> <pre> graph TD A((School and Public Library)) --- B[pictures] A --- C[encyclopedia] A --- D[textbooks] A --- E[books] A --- F[magazines] A --- G[videos] A --- H[films] </pre> </div> <div data-bbox="1065 1512 1398 1727"> <pre> graph TD A((Internet)) --- B[computers] A --- C[CDs] A --- D[print] A --- E[images] A --- F[web sites] </pre> </div> <div data-bbox="665 1737 1171 1849"> <pre> graph TD A((people)) --- B[relatives] A --- C[guest speakers] A --- D[companies] A --- E[interviews] A --- F[experts] </pre> </div> </div>

GRADE 4

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 *Plan and Focus* (continued)

Specific Outcomes	Draft Illustrative Examples
Plan to gather information (continued)	<ul style="list-style-type: none">• Before hearing a guest speaker from a recycling plant, students brainstorm questions to ask, such as “What materials can be recycled?” “What are recycled materials used for?”

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none"> locate information to answer research questions using a variety of sources, such as classroom materials, school libraries, video programs, elders in the community and field trips <p>Access information</p> <ul style="list-style-type: none"> use a variety of tools, such as indices, maps, atlases, charts, glossaries, typographical features and dictionaries, to access information identify information sources that inform, persuade or entertain, and use such sources appropriately <p>Evaluate sources</p> <ul style="list-style-type: none"> recall important points, and make and revise predictions regarding upcoming information 	<ul style="list-style-type: none"> A group of students researching the use of bicycle helmets invites a guest speaker; e.g., police officer, surveys their classmates to see who wears helmets, watches a video on bicycle safety and gets information from the library or local newspaper on bicycle accident statistics. When finding information on settlers, a student uses the glossary of <i>Alberta: A Story of the Province and Its People</i> to locate “homestead,” “sickle,” “shears”. Students discuss information sources to learn about space and decide it would be best to learn about space from a documentary, rather than a movie. Students discuss how resources, such as <i>Looking at Insects</i>, <i>Poems for Two Voices</i> and a CDROM about insects are helpful in adding to their knowledge about insects. While studying natural resources in Alberta, students listen to <i>Tiger’s New Cowboy Boots</i>, view the pictures and discuss why the book is both informative and a good story. At a class meeting, students recall important points to be researched about birds. They share what information they have found from various sources. For example, a student might say: “My uncle can bring in an owl pellet.” Students also predict how useful each source of information will be. For example, “We will learn from your uncle what owls eat.” While studying natural resources, students prepare for a visit from a forest ranger. They reread questions they wrote about forests and choose which ones to ask. After dissecting an owl pellet a student says: “I thought owls ate mice and birds, but I found only mice bones in the pellet.”

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Draft Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> organize ideas and information using appropriate categories, chronological order, cause and effect, or posing and answering questions record ideas and information that are on topic 	<ul style="list-style-type: none"> Students decide which way to organize information on changes to the environment in Alberta, by geographic regions or by natural resources. Students record information in categories on a semantic map/web. <div style="text-align: center; margin: 10px 0;"> <p><u>young</u></p> <ul style="list-style-type: none"> - old crow/hawk nests - male and female sit on eggs - fly at 9 to 10 weeks <p><u>appearance</u></p> <ul style="list-style-type: none"> - largest owl - 61 cm - tufts on head - powerful talons - 200 cm wing span <p><u>enemies</u></p> <ul style="list-style-type: none"> - humans <p><u>food</u></p> <ul style="list-style-type: none"> - poultry - rabbit - rodent <p><u>habitat</u></p> <ul style="list-style-type: none"> - North America - cliffs </div> Students create a class calendar of events for each month and post it on a bulletin board.
<p>Organize information</p> <ul style="list-style-type: none"> organize oral, print and other media texts into sections that relate to and develop the topic 	<ul style="list-style-type: none"> For a presentation on the historical figure, John Ware, a student organizes his information in sections: introduction, where and when he lived, what he did, conclusion. Students categorize items for a class picnic into four food groups. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Meat – hamburger</p> <p>Milk and Milk Products – cheese slices, yogurt</p> <p>Fruits and Vegetables – watermelon</p> <p>Breads and Cereals – buns</p> </div>

GRADE 4

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Record information</p> <ul style="list-style-type: none">• make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically• paraphrase information from oral, print and other media sources <p>Evaluate information</p> <ul style="list-style-type: none">• examine gathered information to identify if more information is required; review new understanding	<ul style="list-style-type: none">• Students record key words and phrases about each subtopic of their research project on narrow strips of paper.• Students record the authors and titles of sources used in a unit on Quebec and then arrange them in alphabetical order to display as a class list.• After listening to a guest speaker or watching a video on the oil industry in Alberta, students paraphrase the information to add to an idea web.• Students collect and record information on lifestyle in Quebec under such headings as food, dress, holidays, sports, recreation and languages spoken.• After collecting information for a poster about the four families of an orchestra, students realize that they need more examples of brass instruments. They check to see where their picture of a saxophone should go.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples																		
<p>Share ideas and information</p> <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters select visuals, print and/or other media to add interest and to engage the audience <p>Review research process</p> <ul style="list-style-type: none"> identify strengths and areas for improvement in research process 	<ul style="list-style-type: none"> When preparing for a group presentation on geographic regions of Alberta, students brainstorm ways to present information, such as collage, graph, poster, map. Students create posters to illustrate favourite holiday meals and share them with the class. After researching immigration, students create a talk show in which they role play individual immigrants and describe their experiences. Students download chosen illustrations, that are not copyrighted, from computer sources to include in their reports. Students create a topographical relief map of Alberta for a presentation on the physical regions of Alberta. A student shows a close up photograph of an owl pellet to illustrate what owls eat. <ul style="list-style-type: none"> After completing a project, students evaluate their individual research by asking: <table border="1" data-bbox="612 1263 1413 1549"> <thead> <tr> <th></th> <th>What worked well?</th> <th>What could I do next time?</th> </tr> </thead> <tbody> <tr> <td>1. Planning My Research</td> <td></td> <td></td> </tr> <tr> <td>2. Selecting My Resources</td> <td></td> <td></td> </tr> <tr> <td>3. Organizing My Data</td> <td></td> <td></td> </tr> <tr> <td>4. Recording My Information</td> <td></td> <td></td> </tr> <tr> <td>5. Evaluating</td> <td></td> <td></td> </tr> </tbody> </table> In describing a research project on wolves, a student says: “I found lots of books but took too many notes and spent too long watching the video. I could have been scanning more. I’d like to improve my Internet skills.” 		What worked well?	What could I do next time?	1. Planning My Research			2. Selecting My Resources			3. Organizing My Data			4. Recording My Information			5. Evaluating		
	What worked well?	What could I do next time?																	
1. Planning My Research																			
2. Selecting My Resources																			
3. Organizing My Data																			
4. Recording My Information																			
5. Evaluating																			

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples
Appraise own and others' work <ul style="list-style-type: none">• identify the general impression and main idea communicated by own and peers' oral, print and other media texts• use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts	<ul style="list-style-type: none">• After listening to a group presentation on the use of bicycle helmets, a student says, "I agree with what you've said that bicycle helmets save lives, but shouldn't people be able to choose whether or not to wear one?"• While sharing a story during a peer conference, a student author asks for feedback; e.g., "I was trying to make this part scary. Should I add more scary words, or would that be too much?"• After viewing a student video presentation, students provide feedback and support, using such a format as two "I like" statements and one "I wonder" statement:<ul style="list-style-type: none">– I like how you used a clear voice.– I like how you made eye contact with the audience.– I wonder if you could add more detail.• Students provide feedback on other students' work, using such sentence stems as:<ul style="list-style-type: none">– I think the main character ...– It would be nice to know more about ...– I was wondering why you ...– I thought the ending ...
Revise and edit <ul style="list-style-type: none">• revise to ensure an understandable progression of ideas and information• identify and reduce fragments and run-on sentences and edit for subject-verb agreement	<ul style="list-style-type: none">• Students review the instructions they have written for using a pinhole camera. They ensure all the needed information is included and in the correct order.• While editing a group report about immigrants to Alberta, students check to make sure it is clear who the different immigrant groups were, where they settled and what were some of the problems they faced.• With partners, students read stories aloud to listen for and correct sentence fragments and run-on sentences.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Enhance legibility</p> <ul style="list-style-type: none">• write legibly, using a style that demonstrates awareness of alignment, shape and slant• use special features of software when composing, formatting and revising texts <p>Expand knowledge of language</p> <ul style="list-style-type: none">• use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study• recognize English words and expressions that come from other cultures or languages <p>Enhance artistry</p> <ul style="list-style-type: none">• experiment with combining detail, voice-over, music and dialogue with sequence of events	<ul style="list-style-type: none">• Students look through pieces of final draft handwriting and circle some examples of well-formed letters and words.• Students choose a poem on a topic of interest, copy the poem in their best handwriting form and illustrate it.• When writing with word processing software, students use such features as cut and paste, spell check, format, fonts, indent.• A student clips a picture of a famous inventor for use in a multi-media presentation.• Students make additions to a class chart of words associated with particular hobbies, collections or sports.• From their reading and viewing, students compose a list of words about light and shadow, such as transparent, opaque, reflect, prism, shadow. They then use these words in their own writing and speaking.• Throughout the year, students add to a class chart as they find words from other languages that have become part of the English language; e.g., per diem, faux pas, enchilada, samurai.• A group of students dramatize and present <i>Little Red Riding Hood</i> to a Grade 1 class. They write dialogue for the script, decide where to have a narrator, and choose music and sound effects.• When reading a poem about a friend moving away, a student chooses sad music to enhance the emotion expressed in the poem.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Draft Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none">• identify simple and compound sentence structures and use in own writing• use connecting words to link ideas in sentences and paragraphs• identify correct noun–pronoun agreement, and use in own writing• identify past, present and future action <p>Attend to spelling</p> <ul style="list-style-type: none">• use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing• identify and apply common spelling generalizations in own writing	<ul style="list-style-type: none">• When editing a story with a peer, a student discusses when simple sentences are effective and when they could be combined with “or,” “and,” “but”.• Students brainstorm such connecting words as then, after, next, suddenly, because, following, and create a class chart for reference when writing.• Students choose characters when creating mathematics problems and make appropriate pronoun references.• When listening to an oral cloze, students choose the correct pronoun references.• In a diary or journal, students use appropriate verb tenses to describe their actions and activities. <ul style="list-style-type: none">• If students are unsure whether or not a word “looks right,” they write the word trying several different spellings; e.g.,<ul style="list-style-type: none">– Teusday, Tuesday– adress, address– suprise, surprise.• When spelling a word, such as “remarkable,” a student breaks the word into syllables and uses knowledge of the prefix “re-”, base word “mark” and suffix “-able” to spell the word.• Students use spelling generalizations in their writing to form plurals (e.g., change y to i and add -es), comparative and superlative adjectives (-er, -est) and suffixes, such as -ing, -ed.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to spelling (continued)</p> <ul style="list-style-type: none"> • apply specific and effective strategies for learning and remembering the correct spelling of words in own writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • use capitalization to designate clubs, teams and organizations and to indicate the beginning of quotations in own writing • use commas in addresses and after introductory words in sentences in own writing • identify quotation marks in passages of dialogue, and use them to assist comprehension 	<ul style="list-style-type: none"> • Students use such strategies as mnemonic devices, chants or rhymes or visualization to remember how to spell problem words: <ul style="list-style-type: none"> – The <u>pr</u>incip<u>a</u>l is your <u>pa</u>l. – A <u>pie</u>ce of <u>pie</u>. – Mrs. D, Mrs. I, Mrs. FFI, Mrs. C, Mrs. U, Mrs. LTY. • Students use helpful routines, individually or with a partner, for studying spelling words, such as looking at the word, saying and visualizing the word, writing the word, checking the spelling, correcting errors, repeating the process. <ul style="list-style-type: none"> • Students write a thank you letter to a guest speaker from Ducks Unlimited and ensure the name of the organization is capitalized. • When writing a sentence, such as “My Mom said: ‘Don’t forget to take your lunch.’” a student uses a capital letter to begin the word “Don’t.” • When addressing a birthday card to a relative who lives in an apartment, a student writes the address as: Dr. R. Martin 403, 1389 – 11 Street SW Roseville, AB • In a story read by a narrator, individual students read the dialogue of the character assigned to them. • Using a story displayed on an overhead projector, students determine which character is speaking by identifying the quotation marks.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples
Present information <ul style="list-style-type: none">present ideas and information, on a topic of interest, to peers in a well-organized form	<ul style="list-style-type: none">After reading the poem <i>All the Places to Love</i>, a group of students creates posters to organize their presentation on favourite places in their homes, school or community.Students talk about books they have read, and tell why they would or would not recommend them to others, using supporting examples from the texts.A student shares a collection of rocks, explaining where they were found and identifying some types.
Enhance presentation <ul style="list-style-type: none">add interest to presentations through the use of props, such as pictures, overheads and artifacts	<ul style="list-style-type: none">As part of a presentation to younger students on favourite stories, students dress as characters or have props to represent a scene; e.g., Rumpelstiltskin – straw, Snow White – apple.Students create a diorama to represent a scene from a mystery story.While presenting a report about the sugaring-off tradition in Quebec, students include a trifold of the steps involved, provide some maple syrup to taste and suggest a book to read, <i>The Sugaring-off Party</i>.
Use effective oral and visual communication <ul style="list-style-type: none">adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities	<ul style="list-style-type: none">When visitors come to the classroom, students acknowledge their presence by greeting the guests appropriately.Students use an appropriate volume for different classroom activities; e.g., small group work, presentations, art activity, partner work, sports.When reciting <i>Nathaniel's Rap</i>, students use a variety of gestures and tones and adjust their volume to enhance the meaning of the poem.
Demonstrate attentive listening and viewing <ul style="list-style-type: none">connect own ideas, opinions and experiences to those communicated in oral and visual presentations	<ul style="list-style-type: none">After reading and viewing the article <i>Animals Make Good Friends</i>, students brainstorm why people have pets and what animals make desirable pets.

GRADE 4

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Demonstrate attentive listening and viewing (continued)</p> <ul style="list-style-type: none">• give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations	<ul style="list-style-type: none">• At the beginning of a Waste and Our World unit, students view the video <i>The Lorax</i> and discuss opinions and experiences with waste, conservation and pollution.• After listening to the teacher read Veronia's story in <i>Alberta: A Story of the Province and Its People</i>, a student says, "I knew it would be hard to move to a new country, but I never thought about leaving family and friends behind. When we moved, I really missed my friends."• As a class, students compose questions prior to a guest speaker's presentation.• Students use such appropriate statements as, "I like how you ...," "I wonder if you could ..." when sharing or commenting on the work of others.• After viewing a play on the environment, students ask questions and give opinions. One student says: "I couldn't really hear you because of your mask. You could make it so it doesn't cover your mouth."

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples												
<p>Appreciate diversity</p> <ul style="list-style-type: none"> describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts appreciate that responses to some oral, print or other media texts may be different <p>Relate texts to culture</p> <ul style="list-style-type: none"> identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities 	<ul style="list-style-type: none"> After reading <i>The Sandwich</i>, students discuss traditions of their own cultures or families. One student says: “When I bring spring rolls and dipping sauce, my friends wonder what I have and want to try it.” After reading <i>The Sugaring-off Party</i>, students describe similarities and differences between festivals in Alberta and Quebec. After reading <i>The Tiny Kite of Eddie Wing</i>, students write about a time an older person; e.g., grandparent, teacher, friend, helped them in a special way. After writing a personal response to <i>A Promise Is a Promise</i>, pairs of students share and discuss their responses. Students brainstorm questions to ask a guest speaker on recycling and notice that some questions are more specific because some students’ families already recycle materials: <ul style="list-style-type: none"> – What can be recycled? – How long before you can use compost? – Does it cost anything to recycle materials? Students use a graphic organizer, such as a storyboard map or web, to identify the main characters, plot and settings in <i>Lon Po Po</i>. <p>Title _____ Author _____</p> <table border="1" data-bbox="592 1463 1384 1639"> <tr> <td></td> <td></td> <td></td> <td>Descriptive Words (to describe one illustration of the story)</td> </tr> <tr> <td>Characters</td> <td>Setting</td> <td>Plot</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> Using a story set in a different time or place, such as <i>The Wind Wagon</i>, partners discuss how the setting affects the experiences of the characters. Students discuss how the style of illustrations, such as the native art form in <i>Hawk, I’m Your Brother</i>, supports and enhances the text. 				Descriptive Words (to describe one illustration of the story)	Characters	Setting	Plot					
			Descriptive Words (to describe one illustration of the story)										
Characters	Setting	Plot											

GRADE 4

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Celebrate accomplishments and events</p> <ul style="list-style-type: none">• use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom <p>Use language to show respect</p> <ul style="list-style-type: none">• identify and discuss differences in language use in a variety of school and community contexts	<ul style="list-style-type: none">• Following a readers' theatre presentation by one group, other students write short notes of congratulations.• After a student tells of her team's win at a Ringette tournament, other students say, "Congratulations." "Good for you." or "Way to Go!" <ul style="list-style-type: none">• Students role play ways to ask a friend, a younger student, a teacher or the principal for permission to use something.• After hearing the principal announce that immunizations will take place on Tuesday, a student asks what "immunization" means. Another student answers, "My mom is a nurse. She uses that word. That's the proper word for getting a shot or needle to guard against communicable diseases."• Students responsible for asking a guest speaker to the class talk about the content and the style of the letter before writing.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples						
<p>Cooperate with others</p> <ul style="list-style-type: none"> take responsibility for collaborating with others to achieve group goals ask for and provide information and assistance, as appropriate, for completing individual and group tasks <p>Work in groups</p> <ul style="list-style-type: none"> share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions use brainstorming, summarizing and reporting to organize and carry out group projects 	<ul style="list-style-type: none"> When building a car, one student makes sets of wheels of different shapes and sizes for the group to test which are the most effective. Another student tests different surfaces to see which a car will run on the most smoothly. Another student records their findings to include in the group's final report. When creating a series of posters to tell a story in sequence, students decide on and assign such tasks as who will print the titles, who will create the pictures, who will write the captions. While practising for a readers' theatre presentation, group members help each other with unfamiliar words, intonation and expression. Student 1: If I raise my voice when I say this, do I sound surprised? Student 2: You can also widen your eyes to look surprised. When leading a group meeting, a student asks another student to record solutions to the problem being discussed. Before starting research on an animal, students brainstorm possible categories; e.g., habitat, life cycles, food, enemies, caring for young and then complete a KWL chart: <table border="1" data-bbox="619 1410 1375 1573" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>What I Know</u></th> <th style="text-align: center;"><u>What I Want to Know</u></th> <th style="text-align: center;"><u>What I Learned</u></th> </tr> </thead> <tbody> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </tbody> </table> After reading <i>Digging up Dinosaurs</i>, groups of students brainstorm ways to find more information; e.g., field trips, library, web sites, guest speakers, museums. They decide to present the information in the form of a newscast. 	<u>What I Know</u>	<u>What I Want to Know</u>	<u>What I Learned</u>			
<u>What I Know</u>	<u>What I Want to Know</u>	<u>What I Learned</u>					

GRADE 4

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group (continued)

Specific Outcomes	Draft Illustrative Examples																								
Evaluate group process <ul style="list-style-type: none">• assess group process, using established criteria, and determine areas for improvement	<ul style="list-style-type: none">• Students complete a checklist to assess how effectively their group worked together. <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>Sometimes</th></tr></thead><tbody><tr><td>Did we complete our assignment?</td><td></td><td></td><td></td></tr><tr><td>Did we take turns without interrupting?</td><td></td><td></td><td></td></tr><tr><td>Did we stay on task?</td><td></td><td></td><td></td></tr><tr><td>Did we encourage everyone to share their ideas?</td><td></td><td></td><td></td></tr><tr><td>What would we change next time?</td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	Sometimes	Did we complete our assignment?				Did we take turns without interrupting?				Did we stay on task?				Did we encourage everyone to share their ideas?				What would we change next time?			
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Grade 4 References
Response Draft of Illustrative Examples
November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 5

RESPONSE DRAFT

November 1998

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 5

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Draft Illustrative Examples
Express ideas and develop understanding <ul style="list-style-type: none">• use appropriate prior knowledge and experiences to make sense of new ideas and information• read, write, represent and talk to explore personal understandings of new ideas and information• use own experiences as a basis for exploring and expressing opinions and understanding	<ul style="list-style-type: none">• Students brainstorm ideas about fog drawing on personal experience, study of the weather and previous experiences with texts. They read the poem <i>Fog</i>, discuss how their observations of cats help them visualize the movement of the fog, and relate the ideas in the poem to their brainstorming.• After viewing <i>Beauty and the Beast</i> or another video in which animals and objects are given human characteristics, students write about how personification added to their enjoyment of other stories.• Students stand outside on a windy day and, through their senses, focus on experiencing the effects of the wind. They select some observations and write about or represent them.• When participating in a class discussion, students talk about times they made new friends and the importance of having and keeping friends.
Experiment with language and forms <ul style="list-style-type: none">• select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics	<ul style="list-style-type: none">• For a group research project on the explorer Jacques Cartier:<ul style="list-style-type: none">– Student 1 writes a diary entry showing the personal hardships encountered by explorers.– Student 2 adds information on Cartier to the group timeline on explorers.– Student 3 adds Cartier's route to the class map to show his route in relation to those of the other explorers.

GRADE 5

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples						
<p>Express preferences</p> <ul style="list-style-type: none"> select and explain preferences for particular forms of oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none"> reflect on areas of personal accomplishment, and set personal goals to improve language learning and use 	<ul style="list-style-type: none"> Students make T-charts to list and discuss the advantages of listening to a play compared to reading a script. After reading the poem <i>Plane Song</i>, a student says, “I like the poem because the words and rhymes paint pictures in my mind of all the different kinds of planes.” <table border="1" data-bbox="622 1013 1381 1269"> <thead> <tr> <th data-bbox="622 1013 1000 1048">Accomplishments</th> <th data-bbox="1000 1013 1381 1048">Areas for Improvement</th> </tr> </thead> <tbody> <tr> <td data-bbox="622 1048 1000 1167"> <ul style="list-style-type: none"> I learned how to use colourful words to improve my writing. </td> <td data-bbox="1000 1048 1381 1167"> <ul style="list-style-type: none"> I want to use more colourful words in my writing. </td> </tr> <tr> <td data-bbox="622 1167 1000 1269"> <ul style="list-style-type: none"> I learned what a simile is. </td> <td data-bbox="1000 1167 1381 1269"> <ul style="list-style-type: none"> Now that I know what similes are, I am going to try and use them in my writing. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Students summarize weekly learning in language arts, noting accomplishments and areas for improvement. Students write weekly letters home to describe what they did during the week, what worked well for them and what they will be doing next week. 	Accomplishments	Areas for Improvement	<ul style="list-style-type: none"> I learned how to use colourful words to improve my writing. 	<ul style="list-style-type: none"> I want to use more colourful words in my writing. 	<ul style="list-style-type: none"> I learned what a simile is. 	<ul style="list-style-type: none"> Now that I know what similes are, I am going to try and use them in my writing.
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GRADE 5

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples
Consider others' ideas <ul style="list-style-type: none">• seek others' viewpoints to build on personal responses and understanding	<ul style="list-style-type: none">• While reading <i>Fanny for Change</i>, groups of students discuss what wisdom means to them, using examples from their own experiences and the text.
Combine ideas <ul style="list-style-type: none">• use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts	<ul style="list-style-type: none">• For a report entitled "What is the Best Way to Learn in School," students gather ideas by surveying other students, thinking back to other grades and teachers and jotting down ideas, reading novels and nonfiction, interviewing parents and grandparents, and going on a field trip to a historical schoolroom site.
Extend understanding <ul style="list-style-type: none">• search for further ideas and information from others and from oral, print and other media texts to extend understanding	<ul style="list-style-type: none">• After listening to a classmate talk about seeing a bear in a campground, two students want to learn more about what to do if they were to encounter a bear. They decide to email Parks Canada, ask a relative who camps frequently, visit a local camping store to ask for information and look in their school or community library.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> • describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information • use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts • comprehend new ideas and information by responding personally, taking notes and discussing ideas with others • use the meanings of familiar words to predict the meanings of unfamiliar words in context 	<ul style="list-style-type: none"> • As students begin to study the geography of Canada, they brainstorm and jot down categories of information previously learned about the geography of Alberta and discuss how these will be helpful to them; e.g., physical regions, climate, natural resources, occupations, modifying and changing the environment. • A student writes a story about an individual who is new to a school. The student reads the story and afterward tells how personal experiences of moving and living in a new neighbourhood helped to describe the feelings the story character has while walking into the new classroom for the first time. • When searching for information on the climate of different regions of Canada, students use the table of contents, index, chapter headings and subheadings in a textbook such as <i>Canada, Its Land and People</i>. • When finding information on transportation links between Canada and the United States, students locate and skim sections of texts relating to transportation to determine if the information may be useful; then they read relevant sections more closely. • After viewing a video about weather, some students are interested in finding out more about tornadoes. They read and take notes from books, magazines and old newspapers; view information about weather from a web site; and discuss their findings with others, e.g., why tornadoes occur, what tornadoes are, and if there are more tornadoes in Alberta than there use to be. • When reading the sentence, “The tornado devastated the town, ripping up trees and tearing down buildings.” the student infers, from the description in the sentence, that the meaning of devastated must be similar to destroyed.

GRADE 5

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none">monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources	<ul style="list-style-type: none">Students complete the last column of a KWL chart on electricity. They discuss what they have learned about electricity and how previous ideas have changed as a result of their study.
<p>Use textual cues</p> <ul style="list-style-type: none">use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and informationidentify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information	<ul style="list-style-type: none">When researching the lifestyles of the Iroquois in such textbooks as <i>Early Canada</i> or <i>Beginnings</i>, students look for maps that show where the Iroquois lived; charts that provide detailed information on aspects of their daily lives; illustrations that show villages, homes and dress; and special features, such as stories, questions, issues and biographies, that are indicated by colours or special fonts.After reading <i>Northern Lights: the Soccer Trails</i>, students look for Internet web sites to find more information on the setting of the story, the Inuit and the northern lights.For a class display on tourism links with the United States, students use the headings, maps, illustrations and descriptions in travel brochures about different areas of the United States to identify places to see, things to do, main attractions, climate, transportation and specialty foods.A student looks under R.S.V.P. on a birthday party invitation to find the telephone number for a reply.A student uses headings to locate specific information on topics in an encyclopedia.Students use the numbers and letters in the margins of a map to locate particular streets.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • identify and know the meaning of high frequency prefixes and suffixes by sight to read unfamiliar, multisyllable words in context • integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context <p>Use references</p> <ul style="list-style-type: none"> • find words in dictionaries and glossaries to confirm the spellings or locate the meanings by using knowledge of phonics and structural analysis, alphabetical order and guide words 	<ul style="list-style-type: none"> • Students use their knowledge of the meaning of prefixes, such as re- (again), pre- (before), un- (not), bi- (two), and suffixes, such as -less (without), to read and understand the meaning of such words as replace, preheat, unpleasant, bilingual, painless. • When reading the sentence, “Squid was an unpalatable food for the children, and they left it untouched on their plates.” a student reads past the unfamiliar word unpalatable, then figures it out by breaking it into syllables and recognizing the prefix, suffix and word parts. The student rereads the sentence to realize from the context that unpalatable means something like not pleasant. • Students identify different strategies to use when they come across a word they do not know; e.g.: <ul style="list-style-type: none"> – I skip the word and read on to get a sense of what it may mean. Then I reread to figure it out. – I look for word parts that I know in the unfamiliar word. – I look for root words and prefixes and suffixes. – I divide the word into syllables and sound them out. – I look to see if the unfamiliar word is a compound word. <ul style="list-style-type: none"> • A student uses the initial sound of a word to locate its spelling in a dictionary; e.g., the initial sound of the word camouflage is represented by either the letter “c” or the letter “k”. • When writing a story, the student uses knowledge of the prefix pre- to locate the spelling of the word prevention in a dictionary. • When reading about life in New France in <i>Beginnings</i>, a student uses knowledge of alphabetical order to locate the meaning of such words as economy, elected, habitant and seigneur in the glossary.

GRADE 5

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> • experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers • express points of view about oral, print and other media texts • make connections between fictional texts and historical events • describe and discuss new places, times, characters and events encountered in oral, print and other media texts • write or represent the meaning of texts in different forms 	<ul style="list-style-type: none"> • On a guided field trip to a museum or local historic site, students ask questions of the guide to assist in interpreting artifacts and displays. • A student who enjoys country music looks for or reads poems by a cowboy poet, such as Baxter Black. • Two students write an editorial in a school or class newsletter about a guest speaker's presentation on smoking. They state that because they learned smoking is very addictive, they think it is best not to try smoking even once. • When listening to <i>The Hand of Robin Squires</i>, students give examples of how the fictional story provides information about the true mystery of buried treasure on Oak Island, Nova Scotia, and also adds personal interest and detail. • A student writes a fictional newspaper article telling where an artifact came from and how it was discovered. • Students use a graphic organizer, such as a Venn diagram, to compare the setting, characters and events of <i>Cinderella</i> with a similar version of the same story from another culture; e.g., <i>The Rough-Face Girl</i>. • Students listen to an elder presenting a folk tale or myth and respond by creating a diorama of the scene. • During a discussion about weather phenomena, a student describes the setting and plot of a book or video about being lost in a snowstorm. • After reading <i>The Ideas Peddler</i>, students create a cartoon strip to represent the meaning of the folk tale. • Students make a web, story map or sketch to represent the meaning of a novel or video. In a group discussion, they share what they learned about the text, what it meant to them, and favourite parts or characters. • Students present a dramatic reading of a poetry selection that communicates the mood, mental images and rhythm of the poem.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts describe and discuss the influence of setting on the characters and events make judgements and inferences related to events, characters and main ideas of oral, print and other media texts retell or represent stories from the points of view of different characters 	<ul style="list-style-type: none"> After reading <i>The Visitor</i>, students describe times when they did things to avoid hurting other people's feelings; e.g., staying home to visit with a distant cousin instead of going to a soccer game, sitting next to a new student instead of a friend. Students compare the problems faced by the family in <i>The Dust Bowl</i> with situations in their own lives or community where people are facing problems or fighting adversity. Students choose a favourite cartoon character and write a description, supported with examples, of what the character looks like, the character's actions, the character's personality and what the character says. After reading the poem <i>Smart Remark</i>, students create a graphic organizer, such as a map, web, graph or diagram, that depicts Kate's thoughts. Students discuss the main character in <i>Stellaluna</i>. Student 1: Now I can see why the cover shows Stellaluna having problems hanging from a branch. She learns to be like a bird before she finds her bat family again. Student 2: I think to survive, she has to behave like a bird, so she can get fed and feel like part of the family. Students read <i>Sami and the Time of the Troubles</i> and discuss how the troubles in Beirut affected Sami's way of life and activities. While reading <i>Northern Lights: the Soccer Trails</i>, students describe how the story about soccer told to Kataujaq helps her to overcome the grief of her mother's death. After reading <i>The True Story of the 3 Little Pigs</i>, groups of students choose a favourite fairy tale and rewrite it from a different character's point of view for a readers' theatre presentation; e.g., <i>Cinderella</i> told by the stepmother.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> explain how simile and hyperbole are used to create mood and mental images alter sentences and word choices to enhance meaning and to create mood and special effects 	<ul style="list-style-type: none"> Students list examples of similes and hyperbole from their reading. After choosing one that appeals to them they illustrate the image brought to mind; e.g., “The kitten was as light as a feather.” “He ran around like a clockwork mouse.” “She was so hungry she could eat a horse.” After listening to the beginning of <i>The Hobbit</i>, students describe how the similes “like a porthole” and “like a tunnel” help them visualize what a hobbit hole might look like. When peer editing a story about a summer vacation, a student says she wrote “Her face was red like a tomato.” to show how sunburned her sister had got after a day at the lake. When reading, students make personal lists of words that can be used to replace overused words when they are writing; e.g., the word said can be replaced by the words hollered, whispered, demanded, muttered, screamed, cried, moaned. When revising stories, students rewrite sentences to provide emphasis, clearer images or detail; e.g.: <ul style="list-style-type: none"> – “The little dog barked loudly as its owner returned.” is rewritten as, “Loud barking greeted the little dog’s owner as he returned.” – “The little dog barked.” is rewritten as, “The yappy, little, black poodle barked at everyone.”

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none"> • identify and discuss similarities and differences among a variety of forms of oral, print and other media texts • identify the main characteristics of familiar media and media texts <p>Understand techniques and elements</p> <ul style="list-style-type: none"> • identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved • identify and discuss the main character’s point of view and motivation 	<ul style="list-style-type: none"> • Students compare calendars on the same theme; e.g., animals, and describe such things as choice of animals, realism, appeal and variety. • Students compare illustrations in a print text or video with pictures created in their own minds while listening to an audiotape of a story about King Arthur and the Knights of the Round Table. • Students read or view several examples of fables and describe why a new text fits or does not fit the characteristics of a fable; a fable is a brief tale that tells a message or teaches a lesson, usually includes animal characters with human traits, usually has a simple plot and is based on one event. <ul style="list-style-type: none"> • After reading <i>Mostly Michael</i>, students discuss how upset Michael was to receive a diary as a gift but also discuss how it helped him express his feelings and learn more about himself. • Before reading the ending of a story, students compose their own resolution of the story’s main problem and then read on to compare the book’s resolution with their own. • After reading <i>The Shrinking of Treehorn</i>, students use a story map to describe what happens to Treehorn as he gets smaller and to describe how other people react to him. • Students discuss how and why Helen, in <i>The Trouble with Tuck</i>, tries so hard to help her dog, which is losing its eyesight. • After reading <i>Sweet Clara and the Freedom Quilt</i>, students discuss the reasons why Clara decided to make the quilt and how it helped the other slaves.

GRADE 5

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Understand techniques and elements (continued)</p> <ul style="list-style-type: none"> identify examples of apt word choice and imagery that create particular effects identify sections or elements in print or other media texts, such as shots in films or sections in magazines <p>Experiment with language</p> <ul style="list-style-type: none"> experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning 	<ul style="list-style-type: none"> When listening to a student read a draft of a poem about a winter camp, other students make comments. Student 1: When you said the snow was crunchy under their boots, I could hear the sound it made. Student 2: Saying the smoke from the campfire “curled and flicked like a kitten’s tail” makes the smoke come alive. Using a picture book, such as <i>Effie</i>, students choose and identify examples of apt word choice and imagery; e.g., suspense is created in the following ways, when the elephant arrives: <ul style="list-style-type: none"> by the text—“Effie felt the ground shake; she saw a spreading shadow over the ground” by the illustration—a dark shadow by delay—the elephant is not introduced until the next double-page spread. Students talk about techniques used in television commercials; e.g., sound effects, music, volume, expression, humour, speed, costume, props, word choice. In the school or class newsletter, students turn to “Calendar” to find information on upcoming events; “Student Choices” to find recommended books, videos or CDs; and “Sports” to find results for school teams. When writing poems about the weather, students use personification, similes and alliteration to create images and impressions; e.g.: <ul style="list-style-type: none"> The fog crept in on moccasin feet. The silver fog slithered across the silent bay.

GRADE 5

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
Generate ideas <ul style="list-style-type: none">use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts	<ul style="list-style-type: none">Students use the questions in <i>An Interview with Bing-Go the Clown</i> as ideas for developing questions to ask some entertainers who are performing at the school.After enjoying a group poetry presentation that included music, another group of students decides to add music to their own presentation.Students read the story <i>Finn McCool</i> to the point where the visitor comes to the door and Finn McCool is hiding in a baby basket; then, they write their own endings to the story. Afterward, students finish reading the story to compare their endings with the ending of the story.
Elaborate on the expression of ideas <ul style="list-style-type: none">experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes	<ul style="list-style-type: none">Students create greeting cards, thank-you letters and invitations to guest speakers.Based on their own design and construction of a burglar alarm, students draft directions for building an alarm that uses a buzzer. They add clarity to their directions by asking a partner questions, such as:<ul style="list-style-type: none">Is there too much information/not enough?Is the information clear, and are the steps in the right order?Have we listed all the materials?
Structure texts <ul style="list-style-type: none">use structures encountered in texts to organize and present ideas in own oral, print and other media textsuse own experience as a starting point and source of information for fictional oral, print and other media texts	<ul style="list-style-type: none">Using articles in the local newspaper as models, students report on incidents or events that have occurred in their classroom or school community.When writing a group report on Canada's link with the United States, students make a cover that relates to the content of the report; prepare an introduction and conclusion; and have chapters, with headings, subheadings and illustrations, on particular topics within the report.Students start a video of a class field trip with music, a blank screen and then a title screen.Students create a story map or diagram to retell, orally, the story of <i>The Giving Tree</i>.Students look through the writing in their journal or portfolio that focuses on events in their own lives. They expand one of those entries into a short story, play or diorama.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Draft Illustrative Examples										
<p>Focus attention</p> <ul style="list-style-type: none"> summarize important ideas in oral, print and other media texts and express opinions about them combine personal knowledge of topics with understanding of audience needs to focus topics for investigation <p>Determine information needs</p> <ul style="list-style-type: none"> identify categories of information related to particular topics, and ask questions related to each category 	<ul style="list-style-type: none"> A group of students creates a storyboard or story map of <i>Shin's Tricycle</i> and uses it to present opinions and feelings about the story. Students express their opinions about a current news issue, supporting their opinions with ideas and information from reading, viewing and discussion. Students set up a classroom aquarium and maintain an observation log suitable for visiting primary classes to read and understand. <p>Students create a chart to find and organize information on the physical regions of Canada.</p> <table border="1" data-bbox="576 1130 1375 1344"> <thead> <tr> <th data-bbox="576 1130 734 1248">Where is the region located?</th> <th data-bbox="734 1130 893 1248">What are the physical features?</th> <th data-bbox="893 1130 1052 1248">What is the climate?</th> <th data-bbox="1052 1130 1211 1248">What are the natural resources/ industries?</th> <th data-bbox="1211 1130 1375 1248">Where is the population of the region located?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> A student chooses the categories of food, exercise and shelter to make a chart on caring for a dog. The student develops questions to find relevant information; e.g., What size is the dog? How active is the dog? Does the dog live inside or outside? 	Where is the region located?	What are the physical features?	What is the climate?	What are the natural resources/ industries?	Where is the population of the region located?					
Where is the region located?	What are the physical features?	What is the climate?	What are the natural resources/ industries?	Where is the population of the region located?							

GRADE 5

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Plan to gather information</p> <ul style="list-style-type: none">develop and follow own plan for gathering and recording ideas and information	<ul style="list-style-type: none">Students develop questions about their topic of study, using such strategies as a KWL chart, or a 5 Ws and H chart—Who, What, When, Why, Where and How. They list possible resources and locations to find answers to specific questions; e.g., encyclopedia, textbooks, magazines, videos, experts, friends and family, the Internet. Topic of study: Weather—El Niño Questions:<ul style="list-style-type: none">What is El Niño?Where is it located?Why does it occur?When does it occur?Who first discovered El Niño?How does El Niño affect us?Sources of information:<ul style="list-style-type: none">magazinesencyclopediavideosweb sites.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples								
<p>Identify sources</p> <ul style="list-style-type: none"> locate information to answer research questions using a variety of sources, such as newspapers, encyclopedia, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions <p>Access information</p> <ul style="list-style-type: none"> use a variety of tools, such as chapter headings and encyclopedia guide words, to access information skim, scan and listen for key words and phrases <p>Evaluate sources</p> <ul style="list-style-type: none"> determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria 	<ul style="list-style-type: none"> When researching; e.g., a weather phenomenon, such as tornadoes or hurricanes, students list possible sources to use to locate information and choose three to five of them. <table border="0" style="margin-left: 40px;"> <tr> <td>textbooks ✓</td> <td>interviews</td> </tr> <tr> <td>CDROM</td> <td>magazines</td> </tr> <tr> <td>Internet ✓</td> <td>videos ✓</td> </tr> <tr> <td>guest speakers</td> <td></td> </tr> </table> When studying life cycles of wetland plants and animals; e.g., frogs, water lilies, students find relevant information by scanning chapter headings and indices in science reference books and by using encyclopedia guide words. While reading <i>Mogul and Me</i>, students locate New Brunswick and Maine in an atlas and use the heading New Brunswick to find information about the province in an encyclopedia. When listening to an oral presentation, students jot down ideas for follow-up questions. Students highlight key words and main ideas in their own notes for study and quick review. After gathering information about thunder and lightning from <i>How the Weather Works</i>, students decide if the information in their jot notes answers their questions: What causes lightning? When does lightning occur? How does lightning travel? What causes thunder? How do you determine where the storm is? 	textbooks ✓	interviews	CDROM	magazines	Internet ✓	videos ✓	guest speakers	
textbooks ✓	interviews								
CDROM	magazines								
Internet ✓	videos ✓								
guest speakers									

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Draft Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> • use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding • organize ideas and information to emphasize key points for the audience • add, delete or combine ideas to communicate more effectively 	<ul style="list-style-type: none"> • When reporting on an experiment to find the fastest way to dissolve a candy in water, students record the materials used, their predictions, the effects of different strategies; e.g., crushing, stirring, varying the heat of water, and a summary of the findings. • Students organize information on a class timeline to show the exploration and settlement of early Canada. • Students use a visual organizer, such as a web, chart, diagram or illustration, to present information on owls; e.g.: <div data-bbox="768 921 1259 1304" data-label="Diagram"> <pre> graph TD Owls[Owls] --- Habitat(Habitat) Owls --- Hunting(Hunting) Owls --- Food(Food) Owls --- Enemies(Enemies) Habitat --- H1[forests] Habitat --- H2[tall trees] Hunting --- H3[small animals] Hunting --- H4[mice] Hunting --- H5[birds] Food --- F1[chew whole animal] Food --- F2[spit up bones/ fur in a pellet] Enemies --- E1[humans] Enemies --- E2[animals] </pre> </div> <ul style="list-style-type: none"> • During a peer or teacher conference on a draft copy of a report, students ask and answer questions, such as: <ul style="list-style-type: none"> – Do I have enough information to emphasize key ideas? – Are my ideas supported by details? – Are all my ideas relevant to the topic? – Are any of my ideas so similar that they could be combined? – Are my ideas arranged in an order that makes sense? – Is there unnecessary or unrelated information that can be deleted? – Do I need more maps or visuals?

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Draft Illustrative Examples								
<p>Record information</p> <ul style="list-style-type: none"> record information in own words; cite titles and authors alphabetically, and provide publication dates of sources combine ideas and information from several sources record ideas and information in relevant categories, according to research plan 	<ul style="list-style-type: none"> When reading for information, students jot down key words, important points and interesting ideas in notes, lists, webs and charts. Students cite sources used in a project or report, using a format such as: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Title: _____</p> <p>Author: _____</p> <p>Publication Date: _____</p> </div> Students write about the importance of wetlands after reading the folk tale <i>Barren Moon</i>, viewing the video <i>Life on a Pond</i> and visiting a wetland site. Students make rough notes on tornadoes from a film and then add information from other sources, such as the Internet, books or visuals. When researching producers, consumers and decomposers in a wetland ecosystem, students identify which living things belong to each category and record the information in a chart or web. Students listen to the story <i>Zebo and the Dirty Planet</i> and choose an endangered animal, such as the grizzly bear, to research. Students organize their information in categories, such as: <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <tr> <td style="width: 25%;">What is the grizzly bear's habitat?</td> <td style="width: 25%;">Are there any projects in place to save grizzly bears?</td> <td style="width: 25%;">How have grizzly bears become endangered?</td> <td style="width: 25%;">What does the future hold for grizzly bears?</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </table> 	What is the grizzly bear's habitat?	Are there any projects in place to save grizzly bears?	How have grizzly bears become endangered?	What does the future hold for grizzly bears?				
What is the grizzly bear's habitat?	Are there any projects in place to save grizzly bears?	How have grizzly bears become endangered?	What does the future hold for grizzly bears?						

GRADE 5

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate information</p> <ul style="list-style-type: none">connect gathered information to prior knowledge to reach new conclusions	<ul style="list-style-type: none">After connecting batteries to a light source to make it shine, students experiment to see if adding more batteries makes the light shine more brightly. They conclude that after a certain number of batteries there is no difference to the brightness of the light.After reading a variety of poems, students discuss how their ideas about poetry have changed; e.g., poems can tell stories, poems do not have to rhyme, poems can be short or long, poems are not always happy, poems do not have to be about nature.Students read some modern fairy tales; e.g., by Jane Yolen and by Oscar Wilde, and discuss how they fit into or change the students' understanding of fairy tales.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues select visuals, print and/or other media to inform and engage the audience <p>Review research process</p> <ul style="list-style-type: none"> assess personal research skills using pre-established criteria 	<ul style="list-style-type: none"> Students present information about the physical regions of Canada in a variety of ways, such as: <ul style="list-style-type: none"> posters advertising the regions travel brochures, highlighting places to visit and/or cultural events charts to describe features of the regions. When preparing a group presentation about Canada’s links with the United States, students decide which illustrations, charts, artifacts and videos would best explain their written report and engage the interest of the audience. Students use a class-developed set of criteria to evaluate their own research skills; e.g.: <div style="text-align: right; margin-right: 20px;">Response Yes / No</div> <ol style="list-style-type: none"> I used more than one source. I answered all my research questions. I answered my research questions in my own words. I wrote down the author and title of my sources for my bibliography. <p>Next time I research a topic, I will:</p> <hr/> <hr/> <hr/>

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples																																																																																														
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> develop criteria for evaluating the effectiveness of oral, print and other media texts use developed criteria to provide feedback to others and to revise own work 	<ul style="list-style-type: none"> Students brainstorm criteria for evaluating children's magazines. <table border="1" data-bbox="532 690 1413 1042"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="5">Rating Scale</th> <th rowspan="2">Comments</th> </tr> <tr> <th colspan="2">Poor</th> <th colspan="3">Excellent</th> </tr> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>_____</td> </tr> </thead> <tbody> <tr> <td>• cover</td> <td></td><td></td><td></td><td></td><td></td> <td>_____</td> </tr> <tr> <td>• table of contents</td> <td></td><td></td><td></td><td></td><td></td> <td>_____</td> </tr> <tr> <td>• articles and features</td> <td></td><td></td><td></td><td></td><td></td> <td>_____</td> </tr> <tr> <td>• illustrations</td> <td></td><td></td><td></td><td></td><td></td> <td>_____</td> </tr> <tr> <td>• activities</td> <td></td><td></td><td></td><td></td><td></td> <td>_____</td> </tr> <tr> <td>• level of interest</td> <td></td><td></td><td></td><td></td><td></td> <td>_____</td> </tr> </tbody> </table> Students use an established checklist to revise an advertisement for a school play. <table border="1" data-bbox="532 1154 1413 1584"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td></td> <td></td> </tr> <tr> <td>Is my advertisement directed to my chosen audience?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Are my illustrations and print appropriate for the topic and the audience?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Have I included all important information?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Organization</td> <td></td> <td></td> </tr> <tr> <td>Is my information arranged in logical order?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Vocabulary</td> <td></td> <td></td> </tr> <tr> <td>Are my words appropriate for the topic and audience?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Spelling</td> <td></td> <td></td> </tr> <tr> <td>Did I spell correctly?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> 	Criteria	Rating Scale					Comments	Poor		Excellent				1	2	3	4	5	_____	• cover						_____	• table of contents						_____	• articles and features						_____	• illustrations						_____	• activities						_____	• level of interest						_____		Yes	No	Content			Is my advertisement directed to my chosen audience?	<input type="checkbox"/>	<input type="checkbox"/>	Are my illustrations and print appropriate for the topic and the audience?	<input type="checkbox"/>	<input type="checkbox"/>	Have I included all important information?	<input type="checkbox"/>	<input type="checkbox"/>	Organization			Is my information arranged in logical order?	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary			Are my words appropriate for the topic and audience?	<input type="checkbox"/>	<input type="checkbox"/>	Spelling			Did I spell correctly?	<input type="checkbox"/>	<input type="checkbox"/>
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GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples										
<p>Revise and edit</p> <ul style="list-style-type: none"> revise to add and organize details that support and clarify intended meaning edit for appropriate use of statements, questions and exclamations <p>Enhance legibility</p> <ul style="list-style-type: none"> write legibly, using a style that is consistent in alignment, shape and slant apply word processing skills and use publishing programs to organize information 	<ul style="list-style-type: none"> In a piece of writing, a student changes the sentence, “Mom was angry.” to “Mom stormed into the room, grabbed the telephone off the desk and dialed the number.” to add emphasis, action and effect. Through student conferencing; e.g., author’s chair, the student–author asks questions, such as: <ul style="list-style-type: none"> Was there any part that was confusing? Was there any place where you wanted to hear more? Were my introduction and conclusion clear? Can you suggest other ideas to include? Students examine an advertisement for sporting equipment that they have written. They determine the effectiveness of their advertisement by asking such questions as: <ul style="list-style-type: none"> Would a question be more effective than a statement? How would an exclamation add excitement? What phrases would entice a buyer? When revising a piece of writing, a student decides from the tone of the sentence if an exclamation mark is necessary or if a period is more appropriate. A student decides to add an exclamatory sentence to the beginning of a story to get the reader’s attention and interest. <p>Students visualize letters and use models posted in the classroom to assist in writing legibly.</p> <p>A student uses a spreadsheet to record books read during the year; e.g.:</p> <table border="1" data-bbox="650 1624 1443 1866"> <thead> <tr> <th>Title</th> <th>Author</th> <th>Main Characters</th> <th>Theme</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td><i>The Sky is Falling</i></td> <td>Kit Pearson</td> <td>Nora, Gain, Aunt Florence</td> <td>War is cruel because it breaks up families.</td> <td>Great book. World War II was hard on children. I couldn’t leave my parents.</td> </tr> </tbody> </table>	Title	Author	Main Characters	Theme	Comments	<i>The Sky is Falling</i>	Kit Pearson	Nora, Gain, Aunt Florence	War is cruel because it breaks up families.	Great book. World War II was hard on children. I couldn’t leave my parents.
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General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Expand knowledge of language</p> <ul style="list-style-type: none"> • extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus • distinguish different meanings for the same word, depending on the context in which it is used <p>Enhance artistry</p> <ul style="list-style-type: none"> • experiment with words, phrases, sentences and multimedia techniques to enhance meaning and emphasis 	<ul style="list-style-type: none"> • Students create personal or class lists of alternative words encountered in their reading that could replace frequently used words. • Students use a thesaurus to develop classroom charts of words to replace overused words. • Students discuss words that have more than one meaning as they are encountered in texts; e.g., the different meanings of the word well. <ul style="list-style-type: none"> – The well went dry. – How well did you do? – I am not feeling well. • Students make a poster to advertise a class bake sale. They brainstorm words, phrases and design features that will provide information and encourage the reader to attend.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Draft Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • use words and phrases to modify and clarify ideas in own writing • identify irregular verbs, and use in own writing • identify past, present and future verb tenses, and use in sentences <p>Attend to spelling</p> <ul style="list-style-type: none"> • use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing 	<ul style="list-style-type: none"> • A student writes a description of a place that has been visited. The partner asks questions to show where detail needs to be added to the writing; e.g., <ul style="list-style-type: none"> – Where was the lake? – How did you get there? • Students check their own writing against a chart or handbook to ensure they have the correct spelling of irregular verbs, such as lie, eat, ride, ring and speak. • Students check their writing to make sure they have used the past, present and future tenses appropriately; e.g.: <ul style="list-style-type: none"> – Yesterday Bram played goalie. – Bram plays on my hockey team. – Tomorrow Bram will play defence. • Students know and choose from different letter combinations that represent a sound; e.g., /f/ represented by “gh,” “ph,” “ff,” “f”. • Students use the context and meaning of their writing to decide the correct spelling of homonyms, such as their, there, they’re and to, too, two. • Students use mnemonic devices, such as: <ul style="list-style-type: none"> – Attendance—There was good attendance at the dance. – Accommodate—There is always room for two. • To confirm the correctness of the spelling of words, students: <ul style="list-style-type: none"> – check on class charts/in dictionaries/in other texts – use a spell checker – ask other students. • Students use personal ways of remembering problem words, such as saying the word as spelled, not heard, to emphasize the written spelling; e.g., Wednesday, business.

General Outcome 4
 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 *Attend to Conventions* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to spelling (continued)</p> <ul style="list-style-type: none"> • study and use the correct spelling of commonly misspelled words in own writing • know and apply Canadian spelling conventions when editing and proofreading own writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • use capital letters, appropriately, in titles, headings and subheadings in own writing • use quotation marks and separate paragraphs to indicate passages of dialogue in own writing • recognize various uses of apostrophes, and use them appropriately in own writing 	<ul style="list-style-type: none"> • For reference, students keep a personal or class list of commonly misspelled words; e.g., disappear, aren't, Tuesday. • Students check words they think they have misspelled by using personal dictionaries, class posters, dictionaries and asking classmates who are good spellers. • Students use a Canadian dictionary, a Canadian writers' reference or a Canadian spell checker to find the Canadian spelling of words, such as colour. • When writing, students refer to a writers' handbook or a chart created by the teacher and class to explore the uses of capital letters; e.g., in titles, headings and subheadings. • Students refer to a writers' handbook or novels they have read to find models for the correct use of quotation marks in dialogue. • Students view an overhead transparency of a passage from a familiar novel. The passage has conversation between two characters that has been rewritten without any paragraphing. Students discuss how hard it is to identify the speakers, and after teacher modelling, they paragraph the rest of the passage to indicate the conversation between the two speakers. • After instruction on how to use apostrophes and after finding examples of their use in books they are reading, students use apostrophes in their own writing to indicate contractions, as well as the singular possessive and plural possessive cases.

GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none">organize ideas and information in presentations to maintain a clear focus and engage the audience	<ul style="list-style-type: none">Students use an overhead projector to display a graphic organizer that presents information about dolphins—their habitat, habits, breeding and method of communication.At a Science Fair display, students explain the design and construction of their model car, how it performed in races against other cars, reasons for its success or failure, and how they would improve the car in a future project.
<p>Enhance presentation</p> <ul style="list-style-type: none">use effective openings and closings that attract and sustain reader or audience interest	<ul style="list-style-type: none">Students choose to open a presentation with a poem, joke, cartoon or provocative comment to attract, immediately, the attention of the audience.Students use props, such as puppets, flannel boards, story aprons, costumes and music, to keep the listeners' attention and to maintain interest during book talks.
<p>Use effective oral and visual communication</p> <ul style="list-style-type: none">adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention	<ul style="list-style-type: none">After a trial run of a readers' theatre presentation, students list ways of making their presentation more effective.
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter	<ul style="list-style-type: none">Students find examples of cartoons and comic strips and discuss how the meaning is conveyed by the limited text together with the illustrations.After listening to a guest speaker on smoking, a student says, "The purpose of the talk was to keep us from smoking, and there was lots of information about that, but I didn't like the way the speaker seemed to dislike smokers. My dad smokes and he tells me it's hard to quit!"

GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Demonstrate attentive listening and viewing (continued)</p> <ul style="list-style-type: none">• show respect for the presenter's opinions by listening politely and providing thoughtful feedback	<ul style="list-style-type: none">• After listening to an oral presentation of a poem, a student says, "The way you varied your tone of voice helped to show the change in mood."• After listening to a student talk about keeping animals in zoos, another student says, "I can understand that you think animals should not be kept in zoos, but without zoos I never would have seen an elephant and realized how important it is to protect them."

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> • discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times as portrayed in oral, print and other media texts • compare own and others' responses to ideas and experiences related to oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> • identify and discuss how qualities such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • select and use language appropriate in tone and form to recognize and honour people and events <p>Use language to show respect</p> <ul style="list-style-type: none"> • determine and use language appropriate to the context of specific situations 	<ul style="list-style-type: none"> • After receiving letters from an extended family member or a pen pal in another part of the world, students write about what it might be like if that person came to live with their family. • After reading <i>How I Got My Dogsled</i>, students write about why the dogs and the sled were so important to the narrator of the story. • After viewing a movie about climbing Mount Everest, students share times when they have experienced challenges. They discuss whether or not they would climb Mount Everest if there were an opportunity to do so. • After reading <i>Little by Little</i>, students share and compare their responses to the challenges experienced by the author. • After reading <i>Akla Gives Chase</i>, students discuss how the brother, Pitohok, and the sister, Upik, help each other accomplish their dangerous mission of obtaining food for their starving family. • Students discuss how Anna displays courage in <i>From Anna</i>, and they compare this to their own ideas about what courage is. • Students role play an interview with an explorer or settler, using appropriate tone and voice to match the character and situation. • Students compose a thank-you letter after a visit from the high school or community band. • Students write an invitation to the Grade 1 class, asking them to come and listen to stories written specifically for them. • Students work together to compose an email message to a wildlife expert or a veterinarian to ask for information about wolves.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> • accept and take responsibility for fulfilling own role as a group member • discuss and decide whether to work individually or collaboratively to achieve specific goals <p>Work in groups</p> <ul style="list-style-type: none"> • formulate questions to guide research or investigations, with attention to specific audiences and purposes • contribute ideas to help solve problems, and listen and respond constructively 	<ul style="list-style-type: none"> • Students work together to rearrange the set of their play so that all the characters are not grouped on one side of the stage. They experiment with and assess different arrangements of props and furniture. • One student takes on responsibility for recording the group’s ideas during discussion of a story. Another student volunteers to do the pictures for the storyboard. The rest of the group sorts out roles for the presentation of the story. • The class discusses the advantages and disadvantages of working together to complete a project. Student 1: I like working in a group because I get good ideas from others and we can share the work according to our individual strengths and interests. Student 2: I like to work independently because it allows me to find the answers to questions that only I am curious about. Student 3: Working in pairs allows me to discuss my ideas with someone else. • When preparing a presentation for younger learners, students anticipate and jot down questions that might be asked about the northern lights, e.g.: <ul style="list-style-type: none"> – What do they look like? – Why do the lights dance? – What makes them different colours? – Do they come every night? – Do they make a noise? • When doing a group project on wetlands, students realize that they do not have enough information to support their point that frogs are disappearing. They discuss ways to find more information.

GRADE 5

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 *Work Within a Group* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none">• show appreciation for the contributions of others, and offer constructive feedback to group members	<ul style="list-style-type: none">• Students make comments, such as:<ul style="list-style-type: none">– It was a good idea to make a chart. It shows our information clearly.– I think the picture goes better on another page of your story.– An overhead would help start the presentation.– Thank you for bringing your book everyday.– I'm glad you shared your photographs of British Columbia.

Grade 5 References
Response Draft of Illustrative Examples
November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

Akla Gives Chase. James Houston. *Nelson Language Arts 5: Making a Difference.* Gerald Best et al. Toronto, ON: ITP Nelson, 1998.

Beginnings, From the First Nations to the Great Migration. Marshall Jamieson. Edmonton, AB: Reidmore Books Inc, 1996.

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Effie. Beverly Allinson. Illustrated by Barbara Reid. Toronto, ON: Summerhill Press, 1990.

Fanny for Change. Jean Hayes Feather. St. John's, NF: Breakwater Books, 1987.

Finn McCool. May Lynch. *Collections 5: Tales – Clever, Foolish and Brave.* Ron Benson et al. Scarborough, ON: Prentice Hall Ginn Canada, 1997.

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Hobbit, The, or There and Back Again. J.R.R. Tolkien. London, England: Irwin Paperbacks, 1966.

How I Got My Dogsled. Jackie Lewis. *Collections 5: Together is Better.* Ron Benson et al. Scarborough, ON: Prentice Hall Ginn Canada, 1997.

How the Weather Works. A Reader's Digest Book. Michael Allaby. London, England: Dorling Kindersley Ltd., 1995.

- Ideas Peddler, The.* Sarah Ellis. *Collections 5: Tales – Clever, Foolish, and Brave.* Ron Benson et al. Scarborough, ON: Prentice Hall Ginn Canada, 1997.
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- Little by Little: A Writer's Education.* Jean Little. Markham, ON: Viking, 1987.
- Mogul and Me.* Peter Cumming. Illustrated by P. John Burden. Charlottetown, PE: Ragweed Press, 1989.
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- Rough-Face Girl, The.* Rafe Martin. Illustrated by David Shannon. New York, NY: G.P. Putnam's Sons, 1992.
- Sami and the Time of the Troubles.* Florence Parry Heide and Judith Heide Gilliland. Illustrated by Ted Lewin. New York, NY: Clarion Books, 1992.
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- Stellaluna.* Janell Cannon. San Diego, CA: Harcourt Brace Jovanovich, 1993.
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Illustrative Examples

for

English Language Arts

Grade 6

RESPONSE DRAFT

November 1998

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 6

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Draft Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">• use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests• read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts• engage in exploratory communication to share personal responses and develop own interpretations	<ul style="list-style-type: none">• After reading <i>No Coins, Please</i>, students choose other novels of Gordon Korman to read.• After doing a report on outer space, a student develops an interest in black holes and goes to the library or uses the Internet to find out more about them.• As an introduction to a unit entitled Sky Science, students make a web of what they know about stars, moons and planets. Over the next week, they watch a video on the solar system, read a science magazine on astronomy, look in an electronic encyclopedia for asteroids and constellations, and search a space agency web page. The students revise and expand their web to add or change information, and they discuss these changes with other students.• To decide on a specific topic for a report on life in China today, a student searches the Internet and an electronic encyclopedia. The student says, "I'll research education in China, because I know a bit about it from our text and there's lots of information on these sites."• Students look at a picture of a crime scene and, in their science response journals, write what they think has happened. They share their responses with a partner.• After reading <i>The Trouble With Tuck</i>, students share what they think of Helen's efforts to keep her dog, discuss similar experiences with family pets and suggest what they might do in like circumstances.• After students read <i>Josepha: a Prairie Boy's Story</i>, they share ideas about the story and illustrations, through a class or school chat line and invite other students' responses.

GRADE 6

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Experiment with language and forms</p> <ul style="list-style-type: none"> experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences <p>Express preferences</p> <ul style="list-style-type: none"> assess a variety of oral, print and other media texts, and discuss preferences for particular forms <p>Set goals</p> <ul style="list-style-type: none"> assess personal language use, and revise personal goals to enhance language learning and use 	<ul style="list-style-type: none"> After reading a book of their own choice, students choose an effective way to share the book. <ul style="list-style-type: none"> Student 1 makes a soap sculpture of the main character. Student 2 creates a mobile, illustrating five major events. Student 3 writes a letter to a friend, describing opinions and feelings about the book and whether or not the friend should read the book. Student 4 makes a movie poster, sharing information about the book. In groups of four, students meet biweekly for a book talk. They share their opinions about what they have been reading at school or home; e.g., picture books, magazines, novels, information books. Students read the book and view the movie of <i>The Black Stallion</i>. They make a Venn diagram to show the similarities and differences between the book and movie. They discuss which version they prefer, and explain why they think the director of the movie made changes to the book. Students ask questions about their own writing to set new writing goals; e.g.: <ul style="list-style-type: none"> Did I organize my information into paragraphs? Is my story written in a logical order? Does my mystery story have suspense, believable clues and a twist to the ending? Students use the notes in their reading logs to help them choose new books to read.

GRADE 6

General Outcome 1
 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples
<p>Consider others' ideas</p> <ul style="list-style-type: none"> • select from others' ideas and observations to expand personal understanding <p>Combine ideas</p> <ul style="list-style-type: none"> • use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding 	<ul style="list-style-type: none"> • After viewing a video about automobile safety, a student says, "I know seat belts are important, but the crash with the dummies showed me how seat belts really can save lives." • When peer editing a story, a student says, "How did Bob (the main character in the story) get to the lake, because on the previous page of your story he was talking on the telephone at home?" The writer realizes that this has not been made clear and adds enough information to explain how Bob got to the lake. <ul style="list-style-type: none"> • Students use a story frame to represent the key elements of a story they are reading. They take part in a class discussion of the story. <p style="margin-left: 20px;">Example Story Frame for <i>Yeh-Shen</i>.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p style="margin: 0;">Setting China, long ago</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p style="margin: 0;">Main Characters Yeh-Shen, fish, stepmother, prince</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p style="margin: 0;">Problem Yeh-Shen has to keep house for her wicked stepmother.</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; width: 60%;"> <p style="margin: 0; text-align: center;">Important Events</p> <ol style="list-style-type: none"> 1. Yeh-Shen's mother dies. 2. Stepmother mistreats Yeh-Shen; Yeh-Shen meets protective fish. 3. Stepmother forces Yeh-Shen to cook fish—Yeh-Shen buries their bones. 4. Bones of fish help transform Yeh-Shen into a princess for the prince's ball. 5. Prince finds Yeh-Shen's golden slippers—finds Yeh-Shen, marries her. </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; width: 20%;"> <p style="margin: 0;">Solution/Ending Yeh-Shen marries the prince.</p> </div> <ul style="list-style-type: none"> • In a group, students create a mural for a poem selected from the anthology <i>Near the Window Tree</i>, to show the major events, characters and setting. • A student jots down ideas and observations on the ways mathematics is used in sports before starting on a group project.

GRADE 6

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

**1.2 Clarify and Extend** (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Extend understanding</p> <ul style="list-style-type: none"> evaluate the usefulness of new ideas, techniques and texts in terms of current understanding 	<ul style="list-style-type: none"> In solving the “Problem of the Week”, one student uses base-10 blocks and another student uses a calculator. Both students explain how they solved the problem. Another class member says, “I really like the base-10 blocks for solving problems, because I can see what is happening. Next time I’m going to try that.” After viewing a news clip or reading a newspaper or magazine article about a current issue in China, a student compares the new information to what has been learned in class.

GRADE 6

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples																											
<p>Use prior knowledge</p> <ul style="list-style-type: none"> combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> identify, and explain in own words, the interrelationship of the main ideas and supporting details 	<ul style="list-style-type: none"> After reading several Greek myths, students discuss how myths portray good and evil, and human frailties such as vanity, greed and jealousy. Before reading, <i>On the Shuttle: Eight Days in Space</i>, students complete the first two columns of a KWL chart on the topic of space travel. After reading, students complete the third column to show the new ideas and information that they have learned. <p style="text-align: center;">Topic: Space Travel</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">K</th> <th style="text-align: center;">W</th> <th style="text-align: center;">L</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">What do I know about space travel?</td> <td style="text-align: center;">What do I want to know?</td> <td style="text-align: center;">What did I learn about space travel?</td> </tr> <tr> <td style="text-align: center;">• •</td> <td style="text-align: center;">• •</td> <td style="text-align: center;">• •</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Students read a chart to find information about the different responsibilities of the federal, provincial and municipal levels of government. Before reading <i>Dragon in the Clouds</i>, students look at a map of British Columbia and Alberta and discuss the differences in the physical features of the provinces. Students decide that developing a timeline that summarizes significant events in their lives would be a helpful way to prepare for writing an autobiography. <p style="text-align: center;"><u>My Life</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">●</td> <td style="text-align: center;">●</td> <td style="text-align: center;">●</td> <td style="text-align: center;">●</td> <td style="text-align: center;">●</td> <td style="text-align: center;">●</td> </tr> <tr> <td style="text-align: center;">1987</td> <td style="text-align: center;">1989</td> <td style="text-align: center;">1991</td> <td style="text-align: center;">1992</td> <td style="text-align: center;">1993</td> <td></td> </tr> <tr> <td style="text-align: center;">birth</td> <td style="text-align: center;">moved to Pincher Creek</td> <td style="text-align: center;">entered play school; made new friends</td> <td style="text-align: center;">broke arm on playground</td> <td style="text-align: center;">Grade One</td> <td></td> </tr> </table> <ul style="list-style-type: none"> During a research project about the planet Mars, a group of students decide that Mars could be a place for humans to live. To support their ideas, they use information from the article <i>Mars isn't a Bad Place . . . Why Don't We Renovate it?</i> A student states that the Ancient Greeks had strong religious beliefs. To support this statement, the student adds information about myths, legends, the gods and goddesses and oracles. 	K	W	L	What do I know about space travel?	What do I want to know?	What did I learn about space travel?	• •	• •	• •	●	●	●	●	●	●	1987	1989	1991	1992	1993		birth	moved to Pincher Creek	entered play school; made new friends	broke arm on playground	Grade One	
K	W	L																										
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• •	• •	• •																										
●	●	●	●	●	●																							
1987	1989	1991	1992	1993																								
birth	moved to Pincher Creek	entered play school; made new friends	broke arm on playground	Grade One																								

GRADE 6

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use comprehension strategies (continued)</p> <ul style="list-style-type: none"> • preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading • use definitions provided in context to identify the meanings of unfamiliar words • monitor understanding by evaluating new ideas and information in relation to known ideas and information <p>Use textual cues</p> <ul style="list-style-type: none"> • use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information • identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information • use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context 	<ul style="list-style-type: none"> • To find information in a textbook about Chinese inventions that have been shared with other countries, students skim the headings, decide which sections are relevant and then read for information. • After reading the sentences, “The aspen parkland contains deciduous trees. These trees lose their leaves in the fall, but evergreens do not.” students are able to explain what deciduous means. • Students write in their science journals about ways they improved the designs of their gliders to make them fly better. <ul style="list-style-type: none"> • When reading a class novel, students read and discuss new vocabulary words from a list or overhead transparency. • Students use a class graph, showing how many students in each grade wear bicycle helmets, to answer questions, such as: <ul style="list-style-type: none"> – In which grades do most students wear helmets? – Does helmet use increase or decrease as students get older? • Students use the headlines and sidebar summaries of newspaper and magazine articles to decide if the articles are of interest or relevance. • Students access a web page on the Internet and explain how its layout and design help them to understand its content and to find more information. • Students use their knowledge of the meaning of prefixes, such as dis- (not or opposite), in- (not), im- (not), and suffixes, such as -ment (state of), -ous (full of), -ness (being), to predict the meanings of words such as dishonest, incomplete, impossible, disagreement, humorous, happiness.

GRADE 6

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use textual cues (continued)</p> <ul style="list-style-type: none">integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in longer and more complex texts <p>Use references</p> <ul style="list-style-type: none">choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none">Students brainstorm strategies to read and understand the meaning of the word <i>incomprehensible</i> in the sentence, “The book was too hard, because so many words were incomprehensible to the students.” Student 1: I look at the parts of the word to see if they give me clues to the meaning. Student 2: I skip the word and read on to get a sense of what it may mean from the whole sentence, and then I reread the sentence. Student 3: I break the word into syllables and sound it out. Student 4: Sometimes new words look like other words I already know.If unsure about the right choice of word, a student uses a dictionary to check the meaning of the words suggested by a spell checker in a word processing program.When wondering how to spell the main character’s name in <i>The Root Cellar</i>, a student checks in the first chapter of the novel.When students encounter unfamiliar words in a subject area text, they use the glossary or a dictionary to confirm meanings.

GRADE 6

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> • experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances • explain own point of view about oral, print and other media texts • make connections between own life and characters and ideas in oral, print other media texts • discuss common topics or themes in a variety of oral, print and other media texts • discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose 	<ul style="list-style-type: none"> • After reading a variety of Greek myths, groups of students dramatize individual myths to present to the class or to other grades. • Students explore the idea of space travel through factual accounts, biographies, textbooks, science fiction novels, videos. • Students listen to an oral reading of the poem <i>Sphinx</i>, and they create a sketch of the image communicated by the poem's words. • After listening to an oral presentation about a current event of local interest, a student states an opinion and supports it with ideas or evidence. • Students create a pamphlet or brochure to recommend a particular book or author. They give specific reasons for their recommendation with supporting examples from the book. • Students choose to read a book with a main character who has similar interests, hobbies and experiences to their own. In a response journal, they compare the character's experiences to their own. • Students discuss if their dog or pet was as easy to train as Billy's dogs in <i>Where the Red Fern Grows</i>. • Students discuss if they would have the courage to meet a challenge such as the cross-Canada run by Terry Fox. • After listening to a novel, such as <i>Hatchet</i> or <i>Gold-Fever Trail</i>, students discuss whether or not they would like to live as one of the characters or in the setting of the novel. • In response journals, students write about themes encountered in novels, stories, films, television shows and poetry; e.g., survival, growing up, overcoming difficulties. • After reading <i>Where Do We Go From Here?</i>, students discuss how the illustrator assists understanding by providing essential information in a graphic form and using colour, realistic pictures, captions, arrows and numbering. • In a book report, a student writes, "I think Gordon Korman writes books because he wants to make us laugh, and I think this because ..."

General Outcome 2
 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples									
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> • observe and discuss aspects of human nature revealed in oral, print, and other media texts, and relate them to those encountered in the community • summarize oral, print or other media texts, indicating the connections among events, characters and settings • identify or infer reasons for a character’s actions • comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text 	<ul style="list-style-type: none"> • A student chooses to write a character profile of Alisha from <i>Dragon in the Clouds</i> before a class discussion. • After reading <i>The Man Who Planted Trees</i>, or viewing the video, students discuss perseverance and living out a dream. In groups, they make charts comparing the man from the story to other people, such as Mother Teresa, Rick Hansen and Wayne Gretzky. • While reading <i>Finders Keepers</i>, students discuss how meeting Joshua and finding the arrowhead leads Danny into some adventures that help him learn new things and develop confidence in himself. • Students use webs, story maps, drawings, models, jot notes, diagrams to summarize video stories. • Students describe why Helen, in <i>The Trouble with Tuck</i>, does not disclose to the counsellor at the school for companion dogs that the family member requiring assistance is a dog, not a person. • Working with a partner students use a chart to describe the characteristics and actions of a character in a novel. They also record why they think the characters and actions are believable or not. Character Name: Mr. I.M. Greedy Guts Novel: <i>Jacob Two-Two’s First Spy Case</i> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 30%;">Believable Why?</th> <th style="width: 30%;">Not Believable Why?</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Characteristics</td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;">Actions</td> <td></td> <td></td> </tr> </tbody> </table>		Believable Why?	Not Believable Why?	Characteristics			Actions		
	Believable Why?	Not Believable Why?								
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Actions										

GRADE 6

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> • explain how metaphor, personification and synecdoche are used to create mood and mental images • experiment with sentence patterns, imagery and exaggeration to create mood and mental images • discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts 	<ul style="list-style-type: none"> • Students create a single-frame cartoon that literally expresses an example of synecdoche, such as “All hands on deck!” or “Put your nose to the grindstone.” • After reading and discussing examples of metaphors, students write poems or stories in which the seasons are personified; e.g.: <ul style="list-style-type: none"> – Jack Frost wrapped his gnarled fingers around the tree. – Spring came skipping, scattering her flowers over the dark, brown earth. • Students experiment with different kinds of poetry to choose a form most suited to the ideas and mood they want to convey; e.g., haiku, limericks, cinquains, jingles, free verse. • Using a computer draw program, students illustrate and play with text features to represent words visually; e.g.: <p style="text-align: center;">F A T thin</p> • Students write their own shape poems and combine text and visuals to create mood. • After reading the picture book <i>The Ghost Train</i>, students describe how the paintings create a sense of mystery and adventure and depict emotions, such as loss, anxiety and love. • Students choose a character or the setting, action or mood of a story, novel or illustration and identify how the author or artist uses details to develop that aspect of the text.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Draft Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none"> identify key characteristics of a variety of forms or genres of oral, print and other media texts discuss the differences between print and other media versions of the same text 	<ul style="list-style-type: none"> After reading several limericks, students identify features that distinguish limericks from other poems: five lines, set rhythm, set rhyming pattern—aabba, humour, varying line lengths. After reading mystery novels, students create a class web that distinguishes the characteristics of this genre. <div data-bbox="574 786 1262 1103" data-label="Diagram"> <pre> graph TD MN(mystery novels) --- C1(crime needs to be solved) MN --- C2(clues left) MN --- C3(also called whodunit) MN --- C4(only main character solves crime) MN --- C5(solution is at end) MN --- C6(red herring/misleading clues) </pre> </div> <ul style="list-style-type: none"> Students rehearse a sound script of <i>The Flute Player</i>. When they come to the lines “Down the main road passed big yellow buses, cars, pony-drawn tongas” they realize they need to add background sounds of traffic. Students compare books they have read with movie, television, audiotape or CDROM versions of the same story. They discuss the similarities and differences and tell which they like better; e.g., <i>The Polar Express</i> as a book, audiotape or CDROM; <i>Harriet the Spy</i> as a book or movie. Students read newspaper articles, watch news on television and listen to radio news to notice similarities and differences in the length of a story, emphasis, graphic presentation and details; e.g., there are more visuals and less detail on television, and more interviews on radio. Students compare the way information about daily life in China is presented in a textbook with the way it is presented on an Internet site; e.g., dated/current, linear/non-linear, static/changing.

GRADE 6

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Draft Illustrative Examples		
<p>Understand techniques and elements</p> <ul style="list-style-type: none"> discuss the connections among plot, setting and characters in oral, print and other media texts identify first and third person narration, and discuss preferences with reference to familiar texts explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts 	<ul style="list-style-type: none"> Students read a chapter of a novel and make a T-chart to give examples of how a character's actions affect the plot. <div style="text-align: center; margin: 10px 0;"> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">Character's actions</td> <td style="padding: 5px;">Effect on plot</td> </tr> </table> </div> <ul style="list-style-type: none"> After reading <i>Island of the Blue Dolphins</i>, students discuss how the setting helps develop the plot; e.g., "The island is in the middle of the ocean, separating the main character from the rest of the world. She is lonely and seeks companionship with the leader of the wild dogs." After listening to the teacher reread a chapter of <i>Where the Red Fern Grows</i>, changing the narrator from the first to the third person, students discuss whether the change affects their feelings or perceptions about Billy. Students watch a video or television show and listen for how the music changes to show changes in mood or to signal scene changes; they discuss how the music adds meaning to the video or television show. Students listen to books on tape as they follow the text in their own books. They comment on how the voice and music are used to reflect the intent of the story and how the tape matches their own interpretations of the text. Students write stories using multimedia software programs and choose effects that are appropriate for the mood and tone of their stories. 	Character's actions	Effect on plot
Character's actions	Effect on plot		

GRADE 6

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Understand techniques and elements (continued)</p> <ul style="list-style-type: none"> • identify strategies that presenters use in media texts to influence audiences <p>Experiment with language</p> <ul style="list-style-type: none"> • alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning 	<ul style="list-style-type: none"> • Students bring in magazines and look at advertisements to identify ways that companies try to convince people to buy their products. Students make a chart or poster showing common themes; e.g., use of colour, choice of words, appeal to an age group. • Students identify ways presenters in media texts influence their audiences; e.g., kinds of questions asked, choice of experts, presenter’s point of view. • Students experiment with different strategies to create an effective television or radio message. • Students read two stories on themes such as war, one written in the first person and one written in the third person, and describe the different insights each narration provides. <ul style="list-style-type: none"> • Students find examples of alliteration from newspaper headlines and create their own headlines, using alliteration. • Students choose a poem that relates to a particular topic, such as space, trees or flight, and explain how the imagery of the poem adds to their understanding of the topic. • A student looks at the sentence, “The wind was cold.” and experiments with descriptive words to enhance the effect of the statement; e.g.: <ul style="list-style-type: none"> – The north wind howled mournfully and bent the branches of the trees.

GRADE 6

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
Generate ideas <ul style="list-style-type: none">choose life themes encountered in reading, listening and viewing activities and in own experiences for creating oral, print and other media texts	<ul style="list-style-type: none">Students read <i>Days of Terror</i> and have a class discussion about discrimination and the changes experienced when moving to a new land.Students create collages to represent themes, such as friendship, happiness, cultural heritage and courage.Students develop a personal portfolio to represent a theme in their lives. They include relevant objects or pictures and list reasons for including them.
Elaborate on the expression of ideas <ul style="list-style-type: none">use literary devices to create particular effects	<ul style="list-style-type: none">A student uses foreshadowing to begin a tall tale; e.g., “When I walked into my classroom, little did I know what a day I would have...”Students use hyperbole—exaggeration; e.g., a fish story, an excuse for not having completed homework, being baby-sat by an older sibling, to entertain the reader and create humour.
Structure texts <ul style="list-style-type: none">determine purpose and audience needs to choose forms and organize ideas and details in oral, print and other media textsexpress the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose	<ul style="list-style-type: none">After reading <i>The River That Went to the Sky</i>, students create a thumbnail sketch plan of a picture book for a younger audience. They identify ways to make their picture book interesting and appealing; e.g., large print, simple vocabulary, short sentences, colourful illustrations.Students write a serious paragraph and a humorous poem on the same topic; e.g., school lunches, homework, parents, friends, sports. They discuss the kinds of audiences that would appreciate each selection and why.Students create and perform a rap song based on a myth or legend, such as Daedalus and Icarus.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus (continued)

Specific Outcomes	Draft Illustrative Examples																								
<p>Plan to gather information</p> <ul style="list-style-type: none"> develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation 	<ul style="list-style-type: none"> Students construct a plan for a presentation on a particular author and revise it as necessary as the project proceeds. <table border="0" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;"></th> <th style="text-align: center;">Expected Completion</th> <th style="text-align: center;">Date Completed</th> </tr> </thead> <tbody> <tr> <td>1. Choose author Get books by author</td> <td></td> <td></td> </tr> <tr> <td>2. Read _____ (1st title) Read _____ (2nd title)</td> <td></td> <td></td> </tr> <tr> <td>3. Summarize books</td> <td></td> <td></td> </tr> <tr> <td>4. Critique books</td> <td></td> <td></td> </tr> <tr> <td>5. Research and write author's biography</td> <td></td> <td></td> </tr> <tr> <td>6. Prepare for presentation</td> <td></td> <td></td> </tr> <tr> <td>7. Give presentation</td> <td></td> <td></td> </tr> </tbody> </table> Students develop a personal research plan for a topic, such as Human Actions: Do They Enhance or Threaten the Existence of Forests? The plan includes: the topic, the students' position on the topic, a list of key words that begin a focus for research, a list of possible resources for finding information, timelines indicating target dates for completing steps in the research and the project due date. 		Expected Completion	Date Completed	1. Choose author Get books by author			2. Read _____ (1 st title) Read _____ (2 nd title)			3. Summarize books			4. Critique books			5. Research and write author's biography			6. Prepare for presentation			7. Give presentation		
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General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none"> locate information to answer research questions using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs, and the Internet <p>Access information</p> <ul style="list-style-type: none"> use a variety of tools, such as bibliographies, thesauri and technology, to access information skim, scan and read closely to gather information <p>Evaluate sources</p> <ul style="list-style-type: none"> evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria 	<ul style="list-style-type: none"> For a report on lifestyles, students interview seniors or elders to collect a personal story and look at information, such as photographs, personal memorabilia or old newspapers. Students find information from the school and community library, local veterinarian, or “Ask an Expert” site on the Internet, about a topic of personal interest, such as “When do fish sleep?” or “Why do certain breeds of dogs shed their hair and others don’t?” <ul style="list-style-type: none"> Students scan the Internet for biographical or autobiographical information about a specific author. After writing a descriptive paragraph, students underline words that could be more specific to the subject or more interesting to the reader and use a thesaurus to make other word choices. <ul style="list-style-type: none"> In researching stars and constellations, students gather books and magazines from the library. They scan the tables of contents, indices, titles, subtitles, pictures, graphs and charts to choose specific books for further investigation. <ul style="list-style-type: none"> A group of students develop questions to guide their research project on transportation in China. <ul style="list-style-type: none"> What kinds of transportation are used in China? What are the differences between transportation in rural areas and in cities in China? How is transportation different in China than in Canada? Students record information from a variety of sources, by making jot notes. They evaluate their jot notes to see if the information gathered answers their questions or if they need to find more information. Students establish criteria for choosing research sources, such as: <ul style="list-style-type: none"> sources are current sources are Canadian, where possible sources are credible.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Draft Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions <p>Record information</p> <ul style="list-style-type: none"> make notes on a topic, combining information from more than one source; use reference sources appropriately 	<ul style="list-style-type: none"> Students draw a Venn diagram to compare their personalities with that of Nora in <i>The Sky is Falling</i>. A student sorts information gathered on a Canadian author, into categories such as: <ul style="list-style-type: none"> books written why the person became an author author's childhood people important to the author awards won author's interests. Students use diagrams with captions to explain how an airplane stays in the sky. Students choose a topic of interest for an oral presentation. They consider the purpose of their speech—informative, persuasive—their audience and the tone; e.g., serious, entertaining. They decide what to include in the introduction, the body—information or opinions—and the closing of the presentation. To study how geography affected the establishment of cities in Ancient Greece, students use textbooks on Ancient Greece, computer programs, fiction, the Internet and other sources. They record key ideas in point form and, in their bibliography, reference the sources used.

GRADE 6

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 *Organize, Record and Evaluate* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate information (continued)</p> <ul style="list-style-type: none">recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose	<ul style="list-style-type: none">When peer editing a partner's report on trees, a student notices that the report has two pages on coniferous trees and only one short paragraph on deciduous trees and says, "Why don't you go back to the electronic encyclopedia and look up deciduous trees. There's lots more information there. That's where I found the most information."Students use a class list of questions for providing feedback during peer writing conferences.

General Outcome 3
 Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as multi-paragraph reports, question and answer formats and graphs select appropriate visuals, print and/or other media to inform and engage the audience <p>Review research process</p> <ul style="list-style-type: none"> establish goals for enhancing research skills 	<ul style="list-style-type: none"> The class makes a graph showing the favourite novel studied from a list of novels read during the year. A student interviews another student at the beginning of the year and introduces that student to the rest of the class. As a class, students write an article for the school newsletter about a recent field trip or special activity. They include photographs and drawings. A student brings in candy worms to begin a book talk on <i>How to Eat Fried Worms</i>. Students locate and choose visuals from various web sites to enhance an oral presentation. For the school literature fair, students present a book talk and a diorama on a novel such as <i>Island of the Blue Dolphins</i>. After listening to another student describe information found on the Internet, a student decides to use the Internet to find information for a project on the history of spacecraft. The student browses through the Internet, bookmarks web sites dealing with spaceships and goes back to those sites to look for information that answers the research questions. Students complete goal-setting statements or self-evaluation rubrics, while working on a research project; e.g.: Today I _____ What went well? Why? _____ What did not go well? Why? _____ Tomorrow I will _____

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> work collaboratively to revise and enhance oral, print and other media texts ask for and evaluate the usefulness of feedback and assistance from peers <p>Revise and edit</p> <ul style="list-style-type: none"> revise to provide focus, expand relevant ideas and eliminate unnecessary information edit for appropriate verb tense and for correct pronoun references use paragraph structures in expository and narrative texts 	<ul style="list-style-type: none"> Two students have developed the first draft of a picture book, with the written text and quick sketches. They work together to revise their first draft. Student 1: When I read this out loud, I noticed most of our sentences start the same way. Student 2: Let's try to find more interesting sentence beginnings and make our illustrations more colourful. A student jots down some questions to ask during an editing conference about his work; e.g.: <ul style="list-style-type: none"> Do I describe my main character enough? Do I have enough action in my story? After the conference, the student decides to add more detail on the main character but not to add more action because the plot would get too complicated. After students complete a first draft piece of writing, they revise their work by answering questions, such as: <ul style="list-style-type: none"> Do I have enough information? What parts need to be taken out? Are any parts of my writing confusing? Is everything in the proper order? When revising a story, a student edits for correct verb tense; e.g., "went" or "goes", to make sure it is clear when the action occurs. When revising a story, a student looks for and corrects improper pronoun references, such as "You and me went to the store." or "The ideas he had were so silly it couldn't be put into practice." Students use organizers in their notes, such as headings, to assist in writing their ideas into paragraphs that have a clear focus and supporting details. Students read a story displayed on overhead transparencies and discuss how it could be divided into paragraphs to assist reader comprehension.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Enhance legibility</p> <ul style="list-style-type: none"> • write legibly and at a pace appropriate to context and purpose • experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists 	<ul style="list-style-type: none"> • While viewing a video on exploring the solar system, students quickly jot down important points about each of the nine planets. • A student writes a rough draft of a poem, revises it and recopies it to share with others. • Students jot down homework assignments in their agenda books, or write a list of materials, food and money required for a field trip, so that parents and the teacher can read the information. • Working in groups, students create brochures that present their school to new students. They use colour, line, shape, font styles and appropriate space to develop a layout that effectively presents their message. • Students create a pamphlet that advertises an author’s visit to their school. They include a photograph of the author and a brief biography with a list of books written. They also give date, time and location of the author’s visit. <p>• The class brainstorms a list of words relating to heroes. They arrange the words into categories to create webs; e.g.:</p> <pre> graph TD heroes([heroes]) --- literature([literature]) heroes --- real_life([real life]) literature --- myths([myths]) literature --- stories([stories]) literature --- movie_characters([movie characters]) comics([comics]) --- literature real_life --- sports([sports]) real_life --- movie_actors([movie actors]) real_life --- war([war]) real_life --- religion([religion]) </pre>

General Outcome 4
 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Expand knowledge of language (continued)</p> <ul style="list-style-type: none"> • choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose <p>Enhance artistry</p> <ul style="list-style-type: none"> • experiment with several options to choose the most appropriate way of communicating ideas or information 	<ul style="list-style-type: none"> • To better remember the parts of an airplane, a student sketches the airplane and labels each part; e.g., propeller, fuselage, wings, tail, ailerons, horizontal stabilizer, elevators. • While watching a video about Terry Fox, students develop a list of words and phrases for the topic of heroism; e.g., heroic, adventurous, risk taker, dedicated, strong-willed, unselfish, focused, problem solver. • Students label a diagram with the appropriate scientific terms to depict the phases of the moon. • When writing a haiku, a student carefully chooses words that create a strong visual image and that have the appropriate number of syllables. • To enhance the message of a collage, a student adds letters and words cut from magazines. • A student thinks of three different ways of introducing a presentation; e.g.: <ul style="list-style-type: none"> – start with humorous anecdotes – start with personal experience – start with the main points of the presentation. The student writes a rough draft of each one and decides which will be effective and interesting for the audience.

GRADE 6

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Draft Illustrative Examples						
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • identify the use of coordinate and subordinate conjunctions to express ideas • use complex sentence structures and a variety of sentence types in own writing • identify comparative and superlative forms of adjectives, and use in own writing • identify past, present and future verb tenses, and use throughout a piece of writing 	<ul style="list-style-type: none"> • Students identify coordinate and subordinate conjunctions such as before, who, and but, in sentences such as: <ul style="list-style-type: none"> – Before she could go and visit her friends, she had to do her chores. – My friend is a good figure skater who has been in lessons since she was 3 years old. – He finished shovelling the snow off the sidewalk, but he did not finish the path to the house. • After writing a letter, a student notices that most of the sentences start with “I”, so the student combines some sentences, adding such words as then, after and so. • Students brainstorm lists of words to help them write a comparative poem. <table border="1" data-bbox="695 1124 1088 1257" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">fast</td> <td style="padding: 2px;">faster</td> <td style="padding: 2px;">fastest</td> </tr> <tr> <td style="padding: 2px;">Joe</td> <td style="padding: 2px;">dog bike</td> <td style="padding: 2px;">jet rocket race car</td> </tr> </table> <p><u>Fast, Faster, Fastest</u> Joe can run fast. His dog can run faster. But a rocket is the fastest.</p> • Students find good examples of superlatives in advertisements or sports stories, discuss their effectiveness and then use them in their own work. • In a story with flashback sequences, a student checks to make sure that the verbs are in the past tense. • When writing a story with narration and dialogue, a student uses the past tense for narration and the present tense for dialogue. 	fast	faster	fastest	Joe	dog bike	jet rocket race car
fast	faster	fastest					
Joe	dog bike	jet rocket race car					

GRADE 6

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to spelling</p> <ul style="list-style-type: none">• use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns• explain the importance of correct spellings for effective communication• edit for and correct commonly misspelled words in own writing, using the meaning and function of words in context, mnemonic devices and spelling generalizations	<ul style="list-style-type: none">• Students study and remember the spelling of common words that are not phonically regular or follow typical spelling patterns; e.g., guide, would, occasion, weird, look, does.• Students refer to a dictionary or electronic speller to check the spellings of words they cannot spell correctly by using a sounding out strategy.• Students brainstorm reasons why incorrect spelling is inappropriate; e.g., creates a bad impression, is misleading, interferes with the message, is sloppy.• Students use the context and meaning of their writing to proofread for the correct usage of apostrophes and the correct spelling of homonyms.
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">• use colons before lists, to separate hours and minutes, and after salutations in own writing	<ul style="list-style-type: none">• Students may use a colon after the greeting in a business letter; e.g., Dear Mr. Henry:• In a story, a student writes: “John, please get these things at the grocery store: apples, shaving cream, milk, eggs, jam and dog food.”• When writing a diary entry about the day’s events, a student writes: “At 3:30 p.m. school finished and we went over to the park to play soccer.”

GRADE 6

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to capitalization and punctuation (continued)</p> <ul style="list-style-type: none">• identify parentheses and colons when reading, and use them to assist comprehension• identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension	<ul style="list-style-type: none">• When reading <i>China, Our Pacific Neighbour</i>, students identify parentheses and understand that they are used to add extra information; e.g., Chen Zhongxing (grandmother Chen’s son), guangdonghua (Cantonese).• When reading about the solar system, students recognize that the colon in the sentence signals that the list of the planets follows “... planets of the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.”• In their reading, students recognize uses of ellipses; e.g.:<ul style="list-style-type: none">– to indicate where words have been deleted: “The author says, ‘I lived in a small town ... until I was 16.’”– to indicate dramatic pauses in speech, thoughts or action: “I ... just don’t know.” “But wait ... the back door might be open.”

GRADE 6

General Outcome 4
 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none"> use various styles and forms of presentations, depending on content, audience and purpose 	<ul style="list-style-type: none"> In a presentation on flight for the school science fair, students write short biographies of famous aviators; e.g., Wright, Lindbergh, create posters showing the airplanes they used and make maps showing their routes. After reading a novel, two students role play their favourite scene for the class. Student presents a speech to the class as though they were running an election for: <ul style="list-style-type: none"> the class representative the principal for the day a councillor or mayor. A student explains to a Grade 2 buddy how to draw a butterfly or construct a boat and assists the buddy with the project.
<p>Enhance presentation</p> <ul style="list-style-type: none"> emphasize key ideas and information to enhance audience understanding and enjoyment 	<ul style="list-style-type: none"> Students use strategies such as humour/cartoons; repetition of main point; logical order; examples; stories; and presentation tools, such as the overhead projector, charts, paper and whiteboard, to highlight the main points of a presentation.
<p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication 	<ul style="list-style-type: none"> During readers’ theatre, students use different tones of voice for different characters and to reflect mood in the story <i>The Magic Paintbrush</i>. When explaining a diagram, a student gives the audience time to look at the diagram before listening to the explanation.

GRADE 6

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">• identify the tone, mood and emotion conveyed in oral and visual presentations• respond to emotional aspects of presentations by providing nonverbal encouragement and appreciative comments	<ul style="list-style-type: none">• Students look at illustrations or watch a film or video, and describe the mood and emotions depicted in them.• When preparing to make an oral presentation of a poem, such as <i>All the Places to Love</i> or <i>The Elders are Watching</i>, students choose to vary the tone and speed of their speaking to convey the mood of poem.• Students respond appropriately to the mood of a readers' theatre presentation and provide positive feedback, such as: "I liked your play because ..."• A student says of another student's artwork, "The colours make me feel calm. The mood is peaceful."

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures as portrayed in oral, print and other media texts share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> use appropriate language to participate in public events, occasions or traditions 	<ul style="list-style-type: none"> Students read such books as <i>Fly Away Home</i>, <i>The Orphan Boy</i> or <i>The Dragon's Pearl</i> and identify the challenges faced by the main characters. They make comparisons with their own lives. Students discuss how personal experiences contribute to the understanding of novels; e.g., playing sports, owning a pet, living in another province, losing a family member. When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences. After reading <i>A Little Tiger in the Chinese Night</i>, students describe similar family traditions. Students compare versions of the same fairy tale from different cultures; e.g., <i>Cinderella</i>, <i>The Rough-Face Girl</i> (aboriginal story), <i>Yeh-Shen</i> (China). Students identify differences in the ways the themes of courage and family are represented in <i>Zlata's Diary</i> or <i>I Dream of Peace</i>. Students explain, to parents and visitors, their science projects at a Science Fair. Students prepare questions to ask a class visitor; e.g., mayor, councillor, sports figure, business person, scientist, artist. A student prepares a talk to introduce a guest speaker at the Grade 6 graduation.

GRADE 6

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use language to show respect</p> <ul style="list-style-type: none">demonstrate respect by choosing appropriate language and tone in oral, print and other media texts	<ul style="list-style-type: none">Students prepare thoughtful and relevant questions to ask presenters at a mock legislature session or class meeting.Students write a formal letter to their parents inviting them to attend an event, such as a celebration of learning or student-led conference.

General Outcome 5
 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> assume a variety of roles, and share responsibilities as a group member identify and participate in situations and projects in which group work enhances learning and results <p>Work in groups</p> <ul style="list-style-type: none"> contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative 	<ul style="list-style-type: none"> Using the chapter on the creation of a classroom newspaper from <i>Me and the Terrible Two</i> as a model, students assume the roles of editor, illustrator and writer and collaborate together to write news articles. While making a paper plane, a student has difficulty getting the wings symmetrical and seeks out another student to help. After reading a story, students develop their own character webs on the main character, compare their individual webs with one other student and create a third web combining the best of their work. When starting a research project, a group of students discuss preferences for assigning tasks: Student 1: I want to learn more about the Internet, so I'd like to work with someone who's used it before. Student 2: I'd like to do a radio documentary, so I'm going to work more on making up interview questions and finding people to interview. Students discuss possible topics to research on Greece. Student 1: Our neighbours took a trip to Greece, so tourism would be good. Student 2: Whenever we study a new country, we study the customs, so let's put that down. Student 3: I know there are a lot of ruins remaining from Ancient Greece, so we should find out about the history. Student 4: I wonder what foods they eat? We could find out about that. A group of students discusses and assigns roles to make a brochure; e.g., graphics, locating information, writing, layout. As they put the brochure together, they find they have too much print information and decide if they should make the brochure bigger, use smaller print, summarize the information with key points or use a visual.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group (continued)

Specific Outcomes	Draft Illustrative Examples												
<p>Evaluate group process</p> <ul style="list-style-type: none"> • assess own contributions to group process, and set personal goals for working effectively with others 	<ul style="list-style-type: none"> • After working in a group, individual students complete a self-assessment, such as: <table border="1" data-bbox="632 772 1191 1042" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">How I Contributed to Our Group</th> <th style="text-align: center;">Me</th> </tr> </thead> <tbody> <tr> <td>1. I listened respectfully to others.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>2. I participated by sharing ideas.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>3. I made sure that good ideas were written down.</td> <td style="text-align: center;">2</td> </tr> <tr> <td>4. I helped with revisions.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>5. I encouraged others to share their ideas.</td> <td style="text-align: center;">4</td> </tr> </tbody> </table> <p>Scale: 1 2 3 4 5 Seldom Often</p> <ul style="list-style-type: none"> • Students reflect on their own work and set goals for a future project. <ul style="list-style-type: none"> – Next time I will start on my tasks sooner, instead of leaving them until the last minute. We nearly didn't get our project finished on time. – Next time I'm going to get motivated more by choosing a task that I can work on with others. – Next time I'm going to recommend that we limit our research to two or three sections and do them in depth. – Next time I'm going to choose a topic for which there is more information available to research. 	How I Contributed to Our Group	Me	1. I listened respectfully to others.	3	2. I participated by sharing ideas.	3	3. I made sure that good ideas were written down.	2	4. I helped with revisions.	3	5. I encouraged others to share their ideas.	4
How I Contributed to Our Group	Me												
1. I listened respectfully to others.	3												
2. I participated by sharing ideas.	3												
3. I made sure that good ideas were written down.	2												
4. I helped with revisions.	3												
5. I encouraged others to share their ideas.	4												

Grade 6 References
Response Draft of Illustrative Examples
November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 7

RESPONSE DRAFT

November 1998

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Draft Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> • extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes • express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts • reflect on own observations and experiences to understand and develop oral, print and other media texts 	<ul style="list-style-type: none"> • While working on the theme of loneliness, a student brings in a newspaper article about the loneliness of seniors who live by themselves. • Students explore their interest in music, using various media, such as the Internet, song lyrics, entertainment pages of newspaper, magazines, or someone who is an expert. • After reading <i>The Trouble with Friends</i>, and while writing in their journals, students reflect on a time when a friendship ended. • Students draw an animal, object or coat of arms that represents them, and write to explain the relationship between themselves and their symbol. • Students design a book jacket for a favourite novel. • In partners, students view and discuss the illustrations in such books as <i>The Mysteries of Harris Burdick</i> or <i>The Night Journey</i>, and record their personal responses to them in their journals. • Using their knowledge of such family occasions or special events as holidays or celebrations, students write humorous or realistic stories about similar situations.
<p>Experiment with language and forms</p> <ul style="list-style-type: none"> • discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding 	<ul style="list-style-type: none"> • Students, in groups, view a variety of magazine advertisements and brochures. They discuss the images and methods used to attract reader interest. Student 1: This travel brochure’s message is that Mexico is hot and relaxing because it shows people lying on the beach in the sun. Student 2: This advertisement appeals to someone who knows all about computers because it lists all the features. • Using presentation software, students explore refocusing a commercial about a computer game system to appeal to a different audience; e.g., parents.

GRADE 7

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Express preferences</p> <ul style="list-style-type: none">• explore and assess oral, print and other media texts recommended by others	<ul style="list-style-type: none">• A student chooses a novel from a list generated by the class on an electronic bulletin board and says, “I chose this novel because someone said it was easy to read.” After reading a chapter, the student then says, “I don’t like this book, after all. I think I’ll read <i>The Kootenay Kidnapper</i> instead, because I like mysteries.”• Students decide to read or view and respond to at least one title in each category of a class list of favourite books, movies, magazines, poems and short stories, over the course of the school year.
<p>Set goals</p> <ul style="list-style-type: none">• use appropriate terminology to discuss developing abilities in personal language learning and use	<ul style="list-style-type: none">• In a conference with a peer or teacher, a student uses correct terms to critique his own written work:<ul style="list-style-type: none">– I need a stronger closing paragraph to this story.– The introduction in my story could be more exciting. I want to change it so that it grabs the reader’s attention.– All my sentences are short. I’m going to try for more variety in length.– This metaphor is not clear. Maybe I’ll add the word “like” to make it a simile.

GRADE 7

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples						
<p>Consider others' ideas</p> <ul style="list-style-type: none"> listen and respond constructively to alternative ideas or opinions <p>Combine ideas</p> <ul style="list-style-type: none"> use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences <p>Extend understanding</p> <ul style="list-style-type: none"> talk with others to elaborate ideas, and ask specific questions to seek helpful feedback 	<ul style="list-style-type: none"> A student responds to the opinions of other group members about finding information before starting to plan and design a bridge; e.g., Megan thinks that we should find some photographs of suspension bridges before we build our spaghetti bridges—so do I. Jeff says we could go out and look at the railroad bridge, but I don't think that bridge is flexible enough. While talking with a partner, one student draws a representation of a suspension bridge and says, "I'm not sure if I know what a suspension bridge is, but does it look like this?" In a group, students use a KWL chart to represent their knowledge of the geography of Japan. <table border="1" data-bbox="567 1134 1292 1267"> <thead> <tr> <th>K(now)</th> <th>W(onder)</th> <th>L(earned)</th> </tr> </thead> <tbody> <tr> <td>Japan is an island.</td> <td>What is the highest mountain?</td> <td>High-density population.</td> </tr> </tbody> </table> While preparing for a debate on whether tobacco companies should advertise at sporting events, a student asks a friend: <ul style="list-style-type: none"> "Do you think my arguments are convincing?" "Do I have enough examples?" "Should I do it in a different order?" "Can you think of any other points?" 	K(now)	W(onder)	L(earned)	Japan is an island.	What is the highest mountain?	High-density population.
K(now)	W(onder)	L(earned)					
Japan is an island.	What is the highest mountain?	High-density population.					

GRADE 7

General Outcome 2
 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information use expectations and preferences developed during previous reading experiences to select and read new texts with purpose <p>Use comprehension strategies</p> <ul style="list-style-type: none"> identify, connect and summarize in own words the main ideas from two or more sources on the same topic use concept mapping and mental rehearsal to remember main ideas and relevant details adjust reading rate and strategies to account for changes in structural features of texts and complexity of content 	<ul style="list-style-type: none"> Students share stories about lost pets and what they learned from them before reading <i>The Wild Goose</i>. Having enjoyed the Grade 6 teacher reading of <i>The Slave Dancer</i>, a student says, “I’m going to read that book again on my own, and also see if the author has written any others. Do you know of any?” Students research an unexplained phenomenon, such as the Bermuda Triangle, Stonehenge, crop circles. After reading two or more sources, one student explains how the main idea of each reading supports the concept that there really are phenomenon that cannot be explained. While researching the depletion of rain forests, students watch the TV news, read newspaper articles and in-depth coverage in news magazines. They write down the key points from each source in their own words. Students storyboard the main events in a ballad, such as <i>The Cremation of Sam McGee</i>. Students use a concept map to remember key points of the chapter “Communicating Our Culture” in the social studies text <i>Culture Quest</i>. In a small group discussion, students talk about appropriate reading rates for different reading materials, such as free choice novels, science textbook pages, newspaper articles: <ul style="list-style-type: none"> Student 1: I read slowly when I’m looking for information. Student 2: I read fast when I don’t care about the details. Student 3: I like to slow down at the really good parts of the story and think about them. Student 4: When I come to a section that has many pictures and tables with lots of colour and different sizes of print, it takes me a few minutes to figure out how to read it.

GRADE 7

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use textual cues</p> <ul style="list-style-type: none">• identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information• identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose <p>Use phonics and structural analysis</p> <ul style="list-style-type: none">• apply flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading <p>Use references</p> <ul style="list-style-type: none">• skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words	<ul style="list-style-type: none">• Students skim the headlines, the captions below photographs, and statistics in a newspaper in order to find information quickly about a sporting event.• Students read a numbered picture sequence to create an origami paper crane.• While reading directions about how to use a guided reading process or strategy, such as SQ3R, students use signal words like first, then, next, to keep track of the correct sequence in which to do things or to retrace their steps when things do not work.• Students gather a number of books on a topic, such as the Titanic or The Life of Houdini, compare how they are set up and organized and discuss helpful features for accessing ideas and information.• When reading a chapter in a social studies text for homework, the student skips over the word “inconsequential” in the phrase, “The results of the war were inconsequential.” The next day, in class, the student rereads the word and identifies it correctly using phonics, structural analysis and context clues, when the teacher asks whether the effects of the war were important.• The student skims through a novel to find out how to spell the main character’s name.• Students first check the table of contents and chapter headings for a general idea of the content of a text. They then turn to the index for specific page references for topics or the names of people or places.

GRADE 7

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none">• experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints• justify own point of view about oral, print and other media texts, using evidence from texts• organize interpretations of oral, print and other media texts around two or three key ideas• express interpretations of oral, print, and other media texts in another form or genre• predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts	<ul style="list-style-type: none">• Students read the novel <i>Winners</i> and watch the movie <i>Spirit Rider</i> and compare how the two texts communicate respect for nature and increase awareness of the importance of cultural identity.• Students take part in a mock trial to convict or exonerate the character James Ryder in <i>The Adventure of the Blue Carbuncle</i>. They find evidence in the story to support their views of his guilt or innocence.• After viewing <i>The Hockey Sweater</i>: Student 1: It sure was funny when the mother explained what size sweater the boy needed. Student 2: I liked how all the children wanted to be Maurice Richard. Student 3: I would have never thought to pray for moths—maybe that would help me get rid of my old jacket.• After reading <i>Egyptian Pyramids</i>, a student says, “I’d recommend this book because there was some really interesting information on how the pyramids were built, on what the pharaohs took to the afterlife, and on curses associated with their tombs.”• A student writes an illustrated poem about <i>The Fateful Night</i>.• While reading <i>Pick-up Sticks</i>, students role play the conversation in which Polly tells her absent father that she wishes he could help her mother solve their family’s money troubles.• Students role play a conversation that could occur between the narrator of <i>The Hockey Sweater</i> and his mother, after he returns from the church.

GRADE 7

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters identify and explain conflict, and discuss how it develops and may be resolved develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences 	<ul style="list-style-type: none"> Using <i>An Affair of Honor</i>, students relate the experience of the dare to their own personal or vicarious experiences: Student 1: I'd take the dare because my friends would call me a chicken if I didn't. Student 2: That's what happened when my brother didn't want to make a prank telephone call. After reading <i>Johanna</i>, in small groups, students draw a plot line showing the rising action, climax, falling action and the interrelationship of plot with setting and characters. While reading <i>Shane</i>, students discuss how the subplot of digging up the tree stump complements the main plot. After reading <i>Angel Square</i>, a student identifies the conflict in the novel as being between people of different religions. The student writes, "When Sammy's Dad is injured, Tommy sets out to discover the attacker. This individual action leads to the community coming together and helping each other." In staging a readers' theatre presentation, students play with pacing and intonation to interpret the characters that they are portraying. After viewing <i>The Apprentice</i>, a student writes a journal entry on the message of the video. "I think the video is telling us something important. The young fool is doing something that he really wants to do, but he is doing it all wrong. He doesn't ask the old fool for any suggestions. I think that's typical of our own behaviour, like when ..."

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts 	<ul style="list-style-type: none"> After reading <i>The Night Journey</i>, students discuss how the drawings add to their understanding of the setting of the novel. After reading the first two paragraphs of <i>The Scream</i>, students identify, and discuss with a partner, two effective writing techniques. <ul style="list-style-type: none"> Student 1: I like how the author uses foreshadowing at the beginning to get us interested in the story. Student 2: The way Eliza is described makes me wonder how she'll cope in drama class. To share what they have learned about Head-Smashed-in Buffalo Jump, a World Heritage site, students choose to produce a video. <ul style="list-style-type: none"> Student 1: In a video, it's effective to use lots of visuals. Good thing we have some posters. Student 2: Maybe we can use some aboriginal music for the background. In order to make the information clear, the audience will need us to speak slowly and clearly. Student 3: During the interview segment, we'll need someone else to hold the camera—hmm ... what will we do to get rid of other noises in the room? Student 4: The camera is good for action shots, but we could do some of our presentation on audiotape when we are just talking. Students discuss ways to advertise a school concert. <ul style="list-style-type: none"> Student 1: Posters would be good if people read them and they don't get torn down. Student 2: We could put the information on the school web site for those who use it. Student 3: I think a letter home will get to most parents.

GRADE 7

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate the artistry of texts (continued)</p> <ul style="list-style-type: none">reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities	<ul style="list-style-type: none">Students choose a favourite piece of writing from their year's portfolio, and look at it to revise, edit, add, delete or change parts based on new experiences and what they've learned about language.Students read the newspaper article "Wild Child Found on Island Off Cuba" in the book <i>The Music of Dolphins</i> before, during and after reading the book. They record their responses to the article in their response journals; e.g., Introduction—I wonder if this really happened. What are feral children? How does this connect to the book? Middle—Now I understand what the article meant about the role of language. End—Mila seems more real to me from what she writes in her journal than in the article.

General Outcome 2
 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements, and Techniques

Specific Outcomes	Draft Illustrative Examples						
<p>Understand forms and genres</p> <ul style="list-style-type: none"> • identify various forms and genres of oral, print and other media texts, and describe key characteristics of each • identify the characteristics of different types of media texts <p>Understand techniques and elements</p> <ul style="list-style-type: none"> • discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts • identify the narrator’s perspective, and explain how it affects the overall meaning of a text 	<ul style="list-style-type: none"> • While writing a haiku, a student checks to make sure to include the key characteristics of haiku. <ul style="list-style-type: none"> – Do I have three lines with the right number of syllables in each line? – Is my poem about nature? • In an informative speech to the class, one student frames the speech by including the following characteristics: <ul style="list-style-type: none"> – introduction—with attention-grabbing first sentence – order of details that was easy to follow – appropriate props—with a demonstration – effective closing. • Students compare and contrast the characteristics of a situation comedy with those of a soap opera, and record the information on a chart. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%; padding: 2px;">Sit-Com</th> <th style="width: 33%; padding: 2px;">Both</th> <th style="width: 33%; padding: 2px;">Soap Opera</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"> <ul style="list-style-type: none"> – shorter – problem solved in 1–2 episodes – weekly – funnier – may have laugh track </td> <td style="padding: 2px;"> <ul style="list-style-type: none"> – characters continue from week to week – settings stay the same </td> <td style="padding: 2px;"> <ul style="list-style-type: none"> – longer – many problems that take a long time to be solved – daily </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • After viewing the video <i>Iron Will</i>, students, in writing, describe the plot (the boy goes into a dog team race to win money to support his family) and the subplot (he needs to build up his physical endurance through training to be in shape for the endurance race). • While reading <i>The Cay</i>, students discuss the main theme of interdependency and connect it to the other themes of survival and personal growth. • After reading the illustrated version of <i>In Flanders Fields: The Story of the Poem</i>, students discuss how the poet’s feelings led to the illustrated interpretation of the poem. “I see now why we read this poem every Remembrance Day. The poet wanted us to remember those who died for our country.” 	Sit-Com	Both	Soap Opera	<ul style="list-style-type: none"> – shorter – problem solved in 1–2 episodes – weekly – funnier – may have laugh track 	<ul style="list-style-type: none"> – characters continue from week to week – settings stay the same 	<ul style="list-style-type: none"> – longer – many problems that take a long time to be solved – daily
Sit-Com	Both	Soap Opera					
<ul style="list-style-type: none"> – shorter – problem solved in 1–2 episodes – weekly – funnier – may have laugh track 	<ul style="list-style-type: none"> – characters continue from week to week – settings stay the same 	<ul style="list-style-type: none"> – longer – many problems that take a long time to be solved – daily 					

GRADE 7

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements, and Techniques (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Understand techniques and elements (continued)</p> <ul style="list-style-type: none">• identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development• explain how sound and image work together to create effects in media texts	<ul style="list-style-type: none">• After reading the picture book <i>The Name of the Tree</i>, students discuss how the cover foreshadows what will happen in the book.• While reading <i>The Orphan Boy</i>, students identify how the illustrator creates suspense by focusing light on one part of the page.• While reading the novel <i>Locked in Time</i>, students observe the time difference from the opening paragraphs to the second section, and identify this difference as flashback.
<p>Experiment with language</p> <ul style="list-style-type: none">• explore surprising and playful uses of language and visuals in popular culture, such as cartoons, animated films and limericks; explain ways in which imagery and figurative language, such as simile, convey meaning	<ul style="list-style-type: none">• From a cartoon, a student explains how the language and the images work together to convey meaning.• After reading the poem <i>Bike Trail</i>, a student describes what ideas and feelings are explained by the bike trail metaphor.• Students listen to a short passage of dialogue and create an illustration depicting the characters and setting.

GRADE 7

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
Generate ideas <ul style="list-style-type: none">choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts	<ul style="list-style-type: none">After they have generated initial ideas and a first draft, using a strategy such as, RAFTS, webbing, or a story map, students choose to work with a partner to refine and extend their ideas.
Elaborate on the expression of ideas <ul style="list-style-type: none">use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict	<ul style="list-style-type: none">After reading one of the <i>Mysteries to Solve</i>, or a computer program mystery, students write their own mystery stories using dialogue to develop conflict between the detective and other characters.After reading <i>Priscilla and the Wimps</i>, a student writes a letter to a friend about an incident at school that exaggerates the conflict.
Structure texts <ul style="list-style-type: none">create oral, print and other media texts that are unified by point of view, have carefully developed plot and endings consistent with previous eventscreate a variety of oral, print and other media texts to explore ideas related to particular topics or themes	<ul style="list-style-type: none">A student writes a first person mystery narrative with a consistent and believable narrator, and a story line with plausible events and a surprising, but convincing and satisfying, conclusion.In a small group, students create a poster for an ideal country that other students would like to visit. To encourage travelling to this country, they write a radio advertisement and prepare a weather chart for the previous year's precipitation, and high and low average temperatures.A student writes about a famous painting from the point of view of:<ul style="list-style-type: none">someone who sees the painting at an art exhibit and interprets its images and meaninga private owner's attachment to the paintinga description of the painting to appear in an art gallery guide book.

General Outcome 3
 Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Draft Illustrative Examples
<p>Focus Attention</p> <ul style="list-style-type: none"> consider audience, purpose, point of view and form when focusing topics for investigation use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts <p>Determine information needs</p> <ul style="list-style-type: none"> discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view <p>Plan to gather information</p> <ul style="list-style-type: none"> plan and organize data collection based on instructions, explanations and pre-established parameters 	<ul style="list-style-type: none"> For an upcoming software presentation to a Grade 3 audience on endangered animals, students look for clear and colourful images, sound effects, and simple text. While listening to a guest speaker talk about the family’s immigration to Canada, a student jots down points under headings such as: <ul style="list-style-type: none"> why the family came to Canada what adjustments did the family have to make how did family members make friends. When reading a chapter in a textbook, students use a graphic organizer, such as webbing of topic headings and sub-headings, KWL chart, SQ3R chart to record and organize information. <ul style="list-style-type: none"> Students discuss when they would use a sports magazine, the team’s web page, newspaper sports sections, television and radio commentaries, game broadcasts to talk about the success of their favourite hockey team with their friends who do not like hockey; the coach of the local junior team; a younger sibling who plays hockey; the hockey statistician. <ul style="list-style-type: none"> As an introductory research into sharks, groups of students use stickie notes to record single facts about shark habitats, food sources, appearances, types. Each fact is arranged and rearranged onto a large piece of chart paper according to its categories. New categories are added as required.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none"> • obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions <p>Access information</p> <ul style="list-style-type: none"> • use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information • distinguish between fact and opinion, and follow the development of argument and opinion • scan to locate specific information quickly; summarize and record information useful for research purposes 	<ul style="list-style-type: none"> • In order to compare adolescent lifestyles “Then and Now,” students interview their parents and grandparents, read <i>Thirteen Never Changes</i>, watch a teen video, listen to Frank Sinatra and the Beatles and look at photographs of Mom and Grandma as teens. • Students use headings and subheading in the introductory pages of a telephone directory to find such information as how to use special features of the telephone, how to make a long distance call, how to use directory assistance, how to access help. • When reading a social studies or science textbook, students read the summaries at the end of each chapter to review and remember what they have read and return, if necessary, to earlier sections in the chapter for clarification. • Students read a commentary on a topic of interest, summarize the author’s arguments and comment on whether or not they agree or disagree. • Groups of students read a news article and an editorial from a newspaper on the same topic. They then discuss and compare the presentation of the news story. • When writing a report on the dangers of cigarette smoking, students scan an article looking for such key words as “hazards,” “disease,” “second hand smoke” and jot down important points. • A student fast forwards and stops a video to identify and assess the effectiveness of the background music. • A student scans various web sites to find particular information.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate sources</p> <ul style="list-style-type: none"> use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose 	<ul style="list-style-type: none"> As a group gathers information for a study of space: Student 1: This encyclopedia was published in 1989. Is more recent information available? I'm interested in how the Hubble telescope works, and there's not enough information here. Student 2: I've been visiting the space agency site, and it is updated every 24 hours. They have a camera on Jupiter, but I'm not sure it's a view from the Hubble telescope. While researching the topic of substance abuse in sport, students use such criteria as accuracy, currency and bias to assess information sources. A student decides that the brochure on healthy living is interesting but does not provide enough detail for a report on the relationship between exercise and heart disease.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Draft Illustrative Examples																									
<p>Organize information</p> <ul style="list-style-type: none"> organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose produce oral, print and other media texts with well-developed and well-linked ideas and sections <p>Record information</p> <ul style="list-style-type: none"> make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources reflect on ideas and information to form own opinions with evidence to support them compare, contrast and combine ideas and information from several sources 	<ul style="list-style-type: none"> When collecting information on Japan, students use graphic organizers, like charts or webs, to arrange information under such categories as food, government, history, education, arts. When writing a report about characteristics of living things, students organize their text in sections such as title page, table of contents, introduction page, information collected from three sources and written in their own words, conclusions linked to what has been learned, and a bibliography. After viewing and discussing a video on the circulatory system, students watch the video again, jot down important points, and diagram the major components of the circulatory system. After reading <i>The Midnight Visitor</i>, students cite evidence from the text to explain why Ausable was well-suited to his job. Students discuss their views about smoking after reading pamphlets and articles, viewing a video and listening to a guest speaker. <ul style="list-style-type: none"> Student 1: I knew that smoking wasn't good for you, but I didn't know it cost that much. Student 2: Smoking is bad, but I don't think you should force people to quit. Student 3: I don't want to get sick from smoking like that guy in the video. Student 4: I didn't realize it was so hard to quit. Students use a chart to compile their information about a topic of study; e.g., the Canada Goose <table border="1" data-bbox="556 1631 1388 1794"> <thead> <tr> <th>Source</th> <th>Magazine</th> <th>Text</th> <th>Internet</th> <th>CDROM</th> </tr> </thead> <tbody> <tr> <td>Habitat</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Food</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mating Ritual</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Appearance</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Source	Magazine	Text	Internet	CDROM	Habitat					Food					Mating Ritual					Appearance				
Source	Magazine	Text	Internet	CDROM																						
Habitat																										
Food																										
Mating Ritual																										
Appearance																										

GRADE 7

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">• communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations• use appropriate visual, print and/or other media effectively to inform and engage the audience <p>Review research process</p> <ul style="list-style-type: none">• identify strengths and areas for improvement in personal research skills	<ul style="list-style-type: none">• To promote their school to a Grade 6 group, students create a video that depicts school activities, explains the school name and colours, and a brochure that contains information about courses and registration.• Students use illustrations, a sound tape, overhead transparencies, a map and a model to support the key points of a presentation on changes to the earth through erosion.• A student looks over three or four recently evaluated projects and, based on the comments and marks describes two strengths of the work and sets improvement goals for the next project.

General Outcome 4
 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> • identify particular content features that enhance the effectiveness of published oral, print and other media texts • incorporate particular content features of effective texts into own oral, print and other media texts <p>Revise and edit</p> <ul style="list-style-type: none"> • revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning • revise to eliminate unnecessary repetition of words and ideas • use paragraphs, appropriately, to organize narrative and expository texts 	<ul style="list-style-type: none"> • Students read the picture book <i>The Rough-Face Girl</i>, and describe how the style and content of the illustrations add to the meaning of the text. • Students brainstorm useful features of mathematics texts, such as advance organizers, illustrations and graphics, practice problems, worked examples, review and practise, glossary and index. • To add interest to a radio play, students add music and sound effects to the script. • When creating an oral presentation, a student makes an overhead transparency with headings that summarize the main ideas. • A student revises the introduction to a report because it no longer relates clearly to the main points of the conclusion. • In revising a poster on the hazards of speeding, a student clarifies the message by increasing the focus on key ideas and eliminating repetitive or extraneous information that detracts from the main purpose. • Students write a formal letter to apply for a job as a camp volunteer. In the introduction, they state the purpose for writing. In the next paragraph they explain why they would be suitable for the job. The final paragraph concludes with a statement about references and a contact telephone number. • When writing dialogue, students begin a new paragraph with each change of speaker. • In describing a scientific experiment, the student puts the key features of the experiment in separate paragraphs.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Enhance legibility</p> <ul style="list-style-type: none"> choose and use printing, cursive writing or word processing, depending on the task, audience and purpose identify how the format of documents enhances the presentation of content <p>Expand knowledge of language</p> <ul style="list-style-type: none"> identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning identify and explain figurative and metaphorical use of language in context <p>Enhance artistry</p> <ul style="list-style-type: none"> experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion 	<ul style="list-style-type: none"> Students use word processing software to select suitable font sizes and styles to create different writing looks, such as newspaper name, titles of articles, quotes, items in Grade 1 picture book, thank you letter, certificates. After viewing the front covers of some newsletters, newspapers, and magazines, students identify and comment on the appropriateness of the names, fonts, colours and style for audience appeal. Students identify colloquialisms such as “Hey, know what I just figured out.” “I’m getting off track.” “Wicked, eh.” in the letters in <i>Dear Bruce Springsteen</i>. They describe how these phrases add to the personal and conversational tone of the letters and make it seem as though the author knows Bruce Springsteen. When creating a group thank you letter to a guest speaker, students jot down ideas they want to include and then compose a formal letter. In reading an excerpt from <i>The Slave Dancer</i>, a student says, “When Jessie is dropped into the hold of the ship and is described as ‘a stone cast into a stream, making circles that widened ...’, I understood how dark and crowded that place must be.” When reading the poem <i>Sadness is a Road</i>, a student comments “I like this metaphor—Sadness is a long black, lonely thing! I can see the road with nothing or nobody there. It’s so empty and alone.” Students read a selected piece of poetry and choose words and/or phrases to substitute into the poem, but that are in keeping with the theme. To communicate a particular emotion, students choose magazine illustrations and photographs and create a collage or mosaic. When making a video, a student starts with a wide angle shot and zooms in on the focus of attention.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Draft Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • use a variety of subordinate clauses, correctly and appropriately in own writing • use correct subject–verb agreement in sentences with compound subjects • distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose • identify and use common subjective and objective forms of pronouns, appropriately and correctly in own writing 	<ul style="list-style-type: none"> • Students use subordinate clauses to link ideas that show such things as time relationships, cause and effect, enhance description. • A student changes the verb “was” to “were” to revise the sentence, “The long line of cars and the bus in the ditch were blocking the flow of traffic.” • Using an adventure story as a model, students write a paragraph about a personal adventure. They then rewrite the adventure in plural form as though a friend were taking part. • Students review a rough draft of a letter to parents inviting their attendance at a school function and discuss whether or not the language use is appropriate. They delete language that is too informal and check for style, punctuation and forms of address. • A student uses appropriate language to discuss, with friends and with the teacher, the requirements of a homework assignment. • When students revise work they look for common errors, such as “him and I”, “Me and my friend”, “Them’s the one” and make corrections.
<p>Attend to spelling</p> <ul style="list-style-type: none"> • use reference materials to confirm spellings and to solve spelling problems when editing and proofreading • extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts 	<ul style="list-style-type: none"> • As students edit work they highlight or circle words they think may be wrong or words they have trouble with. They use such resources as a dictionary, personal spelling list, spellchecker, classroom spelling demon chart, or a phonetic spelling guide to make corrections. • As they read, students jot down new words that they could use to add interest and detail to their writing or talking, and for different audiences and particular effects.

GRADE 7

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to spelling (continued)</p> <ul style="list-style-type: none">• apply specific and effective strategies for learning and remembering the correct spelling of words in own writing	<ul style="list-style-type: none">• Students develop a personal spelling list, or create a database, to check for words that spellcheckers cannot detect; e.g., their, there, they're; to, too, two.• The class develops a list of trouble words, and posts them on the electronic bulletin board for students to consult when doing their own writing.
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">• use periods and commas with quotation marks that indicate direct speech in own writing• use commas to separate phrases and clauses in own writing• use quotation marks to identify information taken from secondary sources in own writing	<ul style="list-style-type: none">• When writing the final copy of a story, students correctly use quotation marks in dialogue.• When students use phrases and clauses to combine ideas in their own writing, they use commas to assist the reader in determining meaning.• Students use copy/cut/paste functions to revise their writing for clarity, adding commas, where appropriate.• When beginning a report on injury prevention, a student takes a sentence from a source entitled <i>Working Together to Prevent Injuries</i>. The student uses punctuation to indicate the quotation: "The word injury is derived from the Latin word injuria."

General Outcome 4
 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples									
<p>Present information</p> <ul style="list-style-type: none"> • present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions <p>Enhance presentation</p> <ul style="list-style-type: none"> • clarify and support ideas or opinions with details, visuals or media techniques <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> • identify and use explicit techniques to arouse and maintain interest and to convince the audience 	<ul style="list-style-type: none"> • When preparing a group response to a question about the influence of peer pressure on individual decisions and behaviour, students discuss their ideas and opinions, and listen to those of others, to reach a group consensus on the issue. • Students use an overhead transparency to illustrate visually a comparison of two characters. <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 30%;">Character 1</th> <th style="width: 30%;">Character 2</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Similarities</td> <td style="padding: 5px;"> – teenager – friendly </td> <td style="padding: 5px;"> – teenager – friendly </td> </tr> <tr> <td style="padding: 5px;">Differences</td> <td style="padding: 5px;"> – six siblings – likes sports </td> <td style="padding: 5px;"> – only child – likes acting </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Students use a variety of computer softwares to prepare presentations. • In a debate on the topic, “Should we have a longer school week?” a group of students presents a persuasive argument that effectively incorporates several techniques to maintain interest and vary mood and tone: key points with supporting facts; rhetorical questions to reinforce the points; and humour, anecdotes, intonation, pacing and gestures. 		Character 1	Character 2	Similarities	– teenager – friendly	– teenager – friendly	Differences	– six siblings – likes sports	– only child – likes acting
	Character 1	Character 2								
Similarities	– teenager – friendly	– teenager – friendly								
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GRADE 7

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">• listen and view attentively to organize and classify information and to carry out multistep instructions• ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding	<ul style="list-style-type: none">• Students listen as the teacher explains how the classroom is to be tidied up, what homework is to be done and what should be brought to class the next day.• Students list the sound effects and music used to set the scenes on an audiotape of an old radio mystery.• In responding to a classmate's work, students make such comments as:<ul style="list-style-type: none">– I noticed ...– I wonder about ...– I liked ...– I question ...– I don't understand ...– I felt ...– I agree with ...– I was surprised by ...– I thought ...

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> • discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts • explain how differing perspectives and unique reactions expand understanding <p>Relate texts to culture</p> <ul style="list-style-type: none"> • identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • select and use appropriate form and tone for specific audiences to celebrate special events and accomplishments 	<ul style="list-style-type: none"> • Using a novel whose theme relates to cultural diversity, such as <i>Angel Square</i>, students discuss character development and stereotyping. • In a discussion about Remembrance Day, a student who is a recent immigrant from the Netherlands remarks, “Canadian soldiers helped to liberate my country during World War II. Dutch people really are grateful to Canadians.” A fellow student comments, “This is surprising to me. World War II was such a long time ago that I didn’t think it could affect someone’s life today.” • While studying family relationships, students identify the similarities and differences between families in: the video <i>Mr. Mom</i>, the poem <i>Together</i>, the short story <i>The Education of Grandma</i> and the novel <i>The Summer of the Swans</i>. • For a special writing celebration, students prepare appropriate speeches as the introducer, the presenter, and the recipient of an award.

GRADE 7

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples
<p>Use language to show respect</p> <ul style="list-style-type: none"> demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts <p>Cooperate with others</p> <ul style="list-style-type: none"> contribute collaboratively in group situations, by asking questions and building on the ideas of others take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs 	<ul style="list-style-type: none"> After reading the first chapter of <i>Winners</i>, student discuss Jordy's predicament: what it would be like to live in foster homes, to move to a rural area, to live with a grandfather he does not know. They discuss what it would be like if they had to move in with a relative. They begin to understand the complexity of mixing cultures. Students write a group that you letter to express appreciation to a guest speaker who spoke on an unpopular topic such as: "Students should wear uniforms" or "Twelve-year-olds should sometimes be tried in adult court." Students understand the importance of listening to adults' perspectives on topics of interest even though they might not agree with them. <p>While making a video, students comment:</p> <p>Student 1: We need some shots in the park when it's getting dark to add to the scary feeling.</p> <p>Student 2: Yes, my Dad goes there to run. If I can borrow the camera I could go there tonight. What shots do you think we need?</p> <ul style="list-style-type: none"> While preparing a group video report for Education Week, students assume the roles of reporter, recorder, camera operator, director and props master. As a disagreement arises, the director says, "Maybe it would be helpful if the reporter stays in one place, because the camera operator is getting dizzy trying to follow with the camera." Even though her role was to record and report, a student acted as mediator when two people argued about who would be the camera operator.

General Outcome 5
 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group (continued)

Specific Outcomes	Draft Illustrative Examples															
<p>Work in groups</p> <ul style="list-style-type: none"> • contribute ideas, knowledge and questions to establish an information base for research or investigations • assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view <p>Evaluate group process</p> <ul style="list-style-type: none"> • evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement 	<ul style="list-style-type: none"> • As an introduction to the study of ecosystems, groups of students compile a list of everything they know about the topic. From the list, students identify which ideas require further research. • After reading and studying <i>Locked in Time</i>, students brainstorm culminating activities to share their interpretations of the theme of the novel. • In order to produce the play <i>Let Me Hear You Whisper</i>, a group of students decides such things as how the play will be presented, how the character roles will be assigned, who will be the director, the sound director. <ul style="list-style-type: none"> • Using a checklist, students evaluate their individual contributions to group work. <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <tbody> <tr> <td style="padding: 2px;">• Listened respectfully to others.</td> <td style="padding: 2px;">Yes</td> <td style="padding: 2px;">No</td> </tr> <tr> <td style="padding: 2px;">• Participated by sharing ideas.</td> <td style="padding: 2px;">Yes</td> <td style="padding: 2px;">No</td> </tr> <tr> <td style="padding: 2px;">• Made sure that good ideas were recorded.</td> <td style="padding: 2px;">Yes</td> <td style="padding: 2px;">No</td> </tr> <tr> <td style="padding: 2px;">• Reread our writing in order to make revisions.</td> <td style="padding: 2px;">Yes</td> <td style="padding: 2px;">No</td> </tr> <tr> <td style="padding: 2px;">• Encouraged others to share their ideas.</td> <td style="padding: 2px;">Yes</td> <td style="padding: 2px;">No</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Students evaluate their individual contributions to group work in a journal entry. <ul style="list-style-type: none"> – I worked well today at/with _____ because _____. – I did not work well today at/with _____ because _____. – A goal for my next group assignment is _____ because _____. 	• Listened respectfully to others.	Yes	No	• Participated by sharing ideas.	Yes	No	• Made sure that good ideas were recorded.	Yes	No	• Reread our writing in order to make revisions.	Yes	No	• Encouraged others to share their ideas.	Yes	No
• Listened respectfully to others.	Yes	No														
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• Reread our writing in order to make revisions.	Yes	No														
• Encouraged others to share their ideas.	Yes	No														

Grade 7 References

Response Draft of Illustrative Examples

November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 8

RESPONSE DRAFT

November 1998

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 8

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Experiment with language and forms</p> <ul style="list-style-type: none">discuss and respond to ways that forms of oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences	<ul style="list-style-type: none">While exploring the theme of fear, students read stories such as <i>The Proof</i> or <i>Anne Frank Remembered</i>, poems such as <i>I Am Afraid</i> and watch videos, such as <i>The Lion King</i>. Student 1: I think the stories paint a more complete picture, because they have more detail. Student 2: Poems create impressions of fear and help you reflect on your own thoughts and feelings. Student 3: When I watched the movie again to really listen to the music I could hear how it added to the suspense.Students view the opening scene from different film versions of <i>Little Women</i> and discuss which set the tone for the movie most effectively. Sample student response: "I always thought that the newest movies were the best. But I've learned a lot from looking at the older versions."
<p>Express preferences</p> <ul style="list-style-type: none">pursue personal interest in specific genres by particular writers, artists, storytellers and filmmakers	<ul style="list-style-type: none">A student decides to look for more novels by Monica Hughes because reading <i>The Keeper of the Isis Light</i> was so enjoyable.During a nature study in art class, a student looks at different styles of nature paintings, decides that Robert Bateman's style is a favourite and goes to the library to find a book about his paintings.

GRADE 8

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Set goals</p> <ul style="list-style-type: none">• examine and reflect on own growth in effective use of language to revise and extend personal goals	<ul style="list-style-type: none">• When talking about an upcoming poetry unit, a student says, “I’ve never liked poetry that much, but this time I’m going to give it a chance.”• Students use their portfolios to set goals for the next term. Sample student response: “Next term I am going to improve the details of my writing, such as using more exact vocabulary, avoiding sentence fragments and using correct spelling.”

GRADE 8

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples
Consider others' ideas <ul style="list-style-type: none">• acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and perspectives	<ul style="list-style-type: none">• A student writes in a journal about being pleased with sharing the first draft with a friend because a better idea for the ending of the story was obtained.• After listening to a presentation by a guest speaker in a wheelchair, a student says, "It was really good to have a guest speaker, because I didn't realize before how important it is not to park in handicapped spaces at the mall."
Combine ideas <ul style="list-style-type: none">• exchange ideas and opinions to clarify understanding and to broaden personal perspectives	<ul style="list-style-type: none">• To gain a more complete understanding of what it means to be a hero, students share ideas about heroes from their personal experiences; from reading or listening to a poem, such as <i>The Universal Soldier</i>; from reading short stories, such as <i>Operation Survival</i> or <i>By the Waters of Babylon</i>; from reading or viewing news reports or documentaries; or from viewing videos or movies.
Extend understanding <ul style="list-style-type: none">• reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others	<ul style="list-style-type: none">• After reading the first chapter of a novel, a student thinks it will not be enjoyable. As the student reads on, the story becomes appealing. The student reflects in a reading log that, in the end, it has been an enjoyable book to read.• A student posts a draft personal response to a poem on the electronic bulletin board and asks for feedback from other students. The student revises the writing based on this feedback.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> • use strategies to supplement and extend prior knowledge and experience when interpreting new ideas and information • use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • enhance understanding by paraphrasing main ideas and supporting details and by rereading and discussing relevant passages • monitor understanding; skim, scan or read slowly and carefully, as appropriate, to enhance comprehension • take notes, make outlines and use strategies such as read, recite, review to comprehend and remember ideas and information 	<ul style="list-style-type: none"> • When starting a study of the historical novel <i>The Witch of Blackbird Pond</i>, students listen to the introduction provided by the teacher, look for books or movies about the historical time period, and ask other people, such as other students or family members, what they know about that time period. • Students read <i>The Different Ones</i>, and discuss the surprising outcome of the play. They then read the beginning of <i>The Whole Town's Sleeping</i> and predict the outcome based on their previous reading of <i>The Different Ones</i>. • When helping a friend choose a novel: Student 1: Have you read this book? Student 2: No, but it's by Farley Mowat, so its probably about animals. • After students read <i>The Third Gift</i>, they write down the main idea and supporting details of the story. They discuss with others, rereading sections of the text to clarify or confirm understanding. • A student selects a poem and reads to the end of the first stanza, underlining any words or expressions that are not understood. The student asks questions to clarify understanding and then rereads the poem more closely. • Using their knowledge of geography, students scan <i>Wilderness Adventure: Fifty Below</i> to find clues about the location of the story. • A student reads a section in a text on the Cordillera, takes notes and rereads to check that all the key points are included. • Students brainstorm some questions about a current topic of interest and, as they read a newspaper article about that topic, jot down the answers to their questions.

GRADE 8

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use textual cues</p> <ul style="list-style-type: none">• identify and use visual and textual cues in reference materials, such as catalogues, databases, web sites, thesauri and writers' handbooks, to access information effectively and efficiently• identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life	<ul style="list-style-type: none">• When reading, students use guide words in dictionaries to locate words efficiently, and confirm their meanings.• A group of students who like snowboarding, locate information on the Internet, using the assistance of search engines, web sites, hot links, video clips and icons.
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none">• use strategies for word identification, vocabulary development and spelling that build on specific strengths in order to compensate for weaknesses	<ul style="list-style-type: none">• Students use the table of contents to locate the article featured on the front cover of a popular teen magazine.• Students predict the section of newspaper in which they would find out about the proposed development of a skateboard park such as, entertainment, city, sports, leisure, lifestyle.
<p>Use references</p> <ul style="list-style-type: none">• use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning	<ul style="list-style-type: none">• Students list words that they encounter in their reading with which they are unfamiliar or have trouble remembering the meaning.• When writing, a student says, "I know I don't notice my spelling errors when I proofread my work, so I'll be sure to ask my partner to highlight any errors seen. I'll also use a dictionary to check word meaning."
<ul style="list-style-type: none">• use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning	<ul style="list-style-type: none">• When students are writing or revising, they choose words to convey a particular shade of meaning by selecting from a choice of words in a thesaurus.

GRADE 8

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> • experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs • write and represent narratives from other points of view • expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view 	<ul style="list-style-type: none"> • Students study myths from a variety of cultures on a common theme, such as creation, the Tree of Life, monsters, the flood and tricksters, and discuss the similarities and differences. • To develop an appreciation of culture and lifestyle, students read a variety of texts; e.g., the novel <i>No Word for Goodbye</i>, Chief Dan George’s poetry, the video <i>Ballad of Crowfoot</i>, and pictures of aboriginal life. Students also examine aboriginal art, visit the Provincial Museum, listen to a presentation by an elder, hear important myths, and review current aboriginal news publications. • Students read poems, such as <i>Fifteen</i> or <i>Mallory Wade, Period 2, Room 107</i>, stories, such as <i>A Family Likeness</i>, teen magazines, view teen art/graffiti, music videos, listen to music and guest speakers to develop and discuss the idea of what it means to be a teen. • Students choose one of their own stories and redraft it from another character’s point of view. • Students role play a scene from a book from the point of view of two different characters, such as <i>Beauty: A Retelling of the Story of Beauty and the Beast</i>. • Students write about the Frank Slide from the point of view of a reporter covering the event, a survivor talking to friends and a tourist who visited the historic site recently. • Students individually decide what the poem <i>In Just</i> is about, and in discussing their view with others, realize there are many interpretations. • Students work in groups to dramatize a poem, such as <i>The Dare</i> or <i>The Shooting of Dan McGrew</i> or a children’s story, such as <i>The Paper Bag Princess</i> or <i>The Three Little Pigs</i>, and compare interpretations.

GRADE 8

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts (continued)</p> <ul style="list-style-type: none">explain connections between own interpretation and information in texts, and infer how texts will influence othersmake connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts	<ul style="list-style-type: none">Students describe their feelings after reading about the treatment of Japanese Canadians in World War II in <i>Exiled</i>. They identify the content and features of the text that lead to other feelings.Students view a biographical video on Farley Mowat and discuss how his experiences shaped his stories. Student 1: Mowat wrote <i>Never Cry Wolf</i> to teach us that wolves are not a threat to humans. Student 2: He learned this when he worked as a naturalist.After reading <i>Homecoming</i>, students read about the author's life and one student says, "I never realized that authors put so much of their lives into their books."
<p>Construct meaning from texts</p> <ul style="list-style-type: none">interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others	<ul style="list-style-type: none">While reading <i>On the Sidewalk, Bleeding</i>, students discuss why Andy made the choice to take off his jacket before he died and whether they would make the same choice.When reflecting on the character Shane Morgan in <i>Cowboys Don't Cry</i>, a student writes "I can identify with Shane because I remember at the beginning of Grade 8 when I was new at this school, I felt left out, but then my life improved when I got to know people."

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts (continued)</p> <ul style="list-style-type: none"> identify and describe characters' attributes and motivations, using evidence from the text and personal experiences discuss various ways characters are developed and the reasons for and plausibility of character change compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts 	<ul style="list-style-type: none"> Students choose a character from a novel and create a monologue defending the character's actions. Students read <i>Lost in the Barrens</i> and in groups create a character web to describe Awasin's personal attributes: <div data-bbox="571 786 1403 1079" data-label="Diagram"> <pre> graph TD Awasin((Awasin)) --- helpful((helpful taught a friend to shoot a bow and arrow)) Awasin --- generous((generous brought food to starving tribe)) Awasin --- willpower((will power lived in the wilderness for a year)) </pre> </div> When discussing the main character in <i>Lisa</i> a student says, "One of the ways Lisa's character is revealed is by the way she helps the brother out of a dangerous situation. Another way is ..." Students create a storyboard to illustrate key points in the development of a character. Students compare <i>The Keeper of the Isis Light</i> and <i>The Iron-Barred Door</i> and fill in a graphic organizer showing similarities and differences between the two texts. After reading <i>Spellbound</i> students realize how the rhythm and use of words create a picture of a very barren place, thus complementing the theme. After watching a variety of videos, students tell how some of the visual techniques enhance the theme and mood; e.g., zooming in makes the object more closely connected to the audience.

GRADE 8

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate the artistry of texts (continued)</p> <ul style="list-style-type: none"> identify ways that characters can be developed, and discuss how character, plot and setting are interconnected and mutually supportive identify and discuss how word choice and order, figurative language, plot, setting and character work together to create mood and tone 	<ul style="list-style-type: none"> After reading <i>The Open Window</i>, students describe how the open window is a focal point for the development of the plot. After reading <i>No Word for Goodbye</i>, students describe how the remote setting of the summer cottage helped Ken and Paul become friends and learn about each other's cultures. Students develop a class web to explore how the elements of the novel <i>The Outsiders</i> work together to create mood and tone.

GRADE 8

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements, and Techniques

Specific Outcomes	Draft Illustrative Examples
Understand forms and genres <ul style="list-style-type: none">• discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience• compare the usefulness of different types of media texts	<ul style="list-style-type: none">• Students describe ways they might use different science magazines—children’s popular, specialist—during a project on the environment.• Students look at a number of stories written for young children, teens and adults and discuss what makes each appropriate to its purpose and audience.• Students compare the treatment of a major news or sports story by a variety of media, such as newspaper, magazines, television, radio, Internet, and compare how informative each of these accounts was.
Understand techniques and elements <ul style="list-style-type: none">• distinguish theme from topic or main idea in oral, print and other media texts• identify and explain characters’ qualities and motivations, by considering their words and actions, their interactions with other characters and the author’s or narrator’s perspective• compare and contrast the different perspectives provided by first and third person narration	<ul style="list-style-type: none">• While listening to the song <i>My Heart Will Go On</i>, a student says, “I know the song is about the Titanic, but I think the song has meaning for everyone because it is also about how the special beauty of a moment can last forever.”• Students make such statements as, “I know the hero is honest because of what the character says and does and because of some of the narrator’s descriptions, such as ...”• Students have a panel discussion about the character motivations in such stories as <i>Dragonsong</i> or <i>Exiled</i>.• Students create a chart to show how they understand characters and stories differently when reading first or third person narration, using such texts as <i>Exiled</i> and <i>Wolf Pack</i>.

GRADE 8

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements, and Techniques (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Understand techniques and elements (continued)</p> <ul style="list-style-type: none">summarize the content of media texts, and discuss the choices made in planning and producing them	<ul style="list-style-type: none">Students describe the visual imagery chosen to illustrate the words of a song in a music video and discuss how effectively the theme is communicated.When viewing news clips:<ul style="list-style-type: none">Student 1: On the clip about the golf tournament, they didn't show any golf, just the golfers talking in the parking lot.Student 2: The close ups of the Folk Festival made you feel like you were actually there.Student 3: I wish they hadn't cut the interview off even though they were short of time. It didn't really make sense if you couldn't hear all he had to say.
<p>Experiment with language</p> <ul style="list-style-type: none">identify creative uses of language and visuals in popular culture, such as commercials, rock videos and magazines; explain how imagery and figurative language, such as hyperbole, create tone and mood	<ul style="list-style-type: none">Students select a favourite cartoonist and look through a number of pieces of work to form an impression of how the cartoonist creates effectiveness; e.g., animals mimic human behaviours, humour embedded in the details.Students look closely at a popular song or music video to determine why it is so popular; e.g., impressions created by the words, images, beat, group.

GRADE 8

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none">create oral, print and other media texts related to issues encountered in texts and in own life	<ul style="list-style-type: none">Students create texts on relevant and interesting topics with themes they have encountered in texts; e.g., good overcomes evil—<i>A Wrinkle in Time</i>.As part of an autobiography project, students create a visual metaphor for their journey through life (highway, space ship, snakes and ladders, game) and represent important events, experiences or stages with drawings, photographs, journal entries, captions, slogans.
<p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none">retell oral, print and other media texts from different points of view	<ul style="list-style-type: none">After reading <i>Anne of Green Gables</i>, students tell about Anne's arrival at Green Gables from the points of view of Anne, Marilla, Matthew and a neighbour.Students retell favourite fairy tales from a different point of view: "I wrote Cinderella from the stepsisters' point of view and it started like this: Our mother married an old man with a brat of a daughter. Her hair was so perfect and she looked so neat that we disliked her from the start."

GRADE 8

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Structure texts</p> <ul style="list-style-type: none">• create oral, print and other media texts with both main and minor characters• choose forms or genres of oral, print or other media texts for the particular effects they will have on audiences and purposes	<ul style="list-style-type: none">• A student writes a story about a group of friends in which there is a conflict between two characters.• A student writes a story in which he is the hero. His development of the villain, who provides a contrast but whose portrayal is more limited, makes the hero's characteristics more clearly defined.• A student creates a children's story in verse that has both rhyme and rhythm and reads it aloud to an elementary class.• A student writes a business letter to a company complaining about the poor quality of merchandise, and compares it to a diary entry written about the same topic.• To present the topic of preventing bullying in schools, students choose appropriate forms for different grade levels, such as a puppet play, role play, video and a panel discussion.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Draft Illustrative Examples
<p>Focus Attention</p> <ul style="list-style-type: none"> experiment with several ways to focus a topic, and select a form appropriate to audience and purpose identify and trace the development of arguments, opinions or points of view in oral, print and other media texts <p>Determine information needs</p> <ul style="list-style-type: none"> select the most appropriate information sources for topic, audience, purpose and form <p>Plan to gather information</p> <ul style="list-style-type: none"> choose a plan to access, gather and record information, according to self-selected parameters 	<ul style="list-style-type: none"> When preparing to present a student perspective to the school administrators on an issue of concern; e.g., carrying book bags, using a particular door, food available at canteen, eating on the gymnasium floor, students brainstorm a number of possible ways to focus on the topic. They then decide what information they need to support their approach; e.g., questions, startling facts, quotes, survey. A student reads a newspaper editorial, determines the position taken by the writer and then lists the evidence given to support the position. Students view a documentary on an issue that has two opposing viewpoints. In groups, students list the important points in each argument. Students write two kinds of articles—one narrative and one persuasive—on a typical teen activity such as skateboarding or shopping at the mall, and select content required to achieve their purpose. Students recommend the same movie to two different audiences, such as teens and adults, and choose specific examples from the movie to support recommendations to each group. Students brainstorm careers that may be of interest to them, and possible sources of information that will help them develop an understanding of the careers. They decide to gather information about: level of education needed, kinds of work they would do, money they could earn and places they could work.

GRADE 8

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none">• obtain information from a variety of sources, such as artifacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research	<ul style="list-style-type: none">• In creating a biography about a favourite sports personality or entertainer, students explore a variety of sources to gather information on the topic.
<p>Access information</p> <ul style="list-style-type: none">• expand and use a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information• record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations• adjust rate of reading or viewing to suit purpose and density of information in print or other media texts	<ul style="list-style-type: none">• Students become familiar with the style of particular texts, such as playscripts which are organized to provide stage directions, and atlases which provide physical, political and economic maps and indices.• Students read a section in a text, summarize, in their own minds, what they have read and write key ideas in their own words.• Students use a chart to jot down key ideas when reading.• After reading a nonfiction article, such as <i>Seven Steps to Better Thinking</i>, students scan and list the main points by using the subtitles and topic sentences. After scanning, they read the information at a slower rate, trying to remember the details.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate sources</p> <ul style="list-style-type: none"> • develop and use criteria for evaluating the usefulness, currency and reliability of information for a particular research project 	<ul style="list-style-type: none"> • When considering information on a particular question, such as “Should drugs be tested on animals?” or “Should cloning be legalized?” students discuss useful criteria and apply them in their research. <ul style="list-style-type: none"> – Is there enough information or too much? – Is the information relevant and accurate? – Is the writer an expert or is the writer reporting other sources? – Is the information fact, not opinion? – Is the information unbiased, or does it represent a particular interest? – Is the information source reliable?

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Draft Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship organize ideas and information to establish an overall impression or point of view in oral, print and other media texts <p>Record information</p> <ul style="list-style-type: none"> make notes in point form, summarizing major ideas and supporting details; reference sources 	<ul style="list-style-type: none"> After reading <i>Polar Passage</i>, students create a story map that shows major landmarks, important events, emotions related to the story. Students develop flow charts to depict the plot of a story: <div style="text-align: center; margin: 10px 0;"> <pre> graph LR A[Problem] --> B[Possible Solution] B --> C[Solution Selected] C --> D[Consequences of Selection] </pre> </div> For a presentation on the question “Should the world’s rain forests be cut down?” students organize ideas into a report with an introduction, key points and supporting details and conclusion that presents their chosen point of view. The focus of the report is that rain forests should not be cut down and that all students have a responsibility to inform themselves on the issue. Using jot notes, students summarize the major ideas and supporting details of a chapter in a textbook.

GRADE 8

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Record information (continued)</p> <ul style="list-style-type: none">• discard information that is irrelevant for audience, purpose, form or point of view• use a consistent and approved format to give credit for quoted and paraphrased ideas and information <p>Evaluate information</p> <ul style="list-style-type: none">• evaluate the relevance and importance of gathered information; address information gaps• incorporate new information with prior knowledge and experiences to develop new understanding	<ul style="list-style-type: none">• As students work on researching commercial development in a national park, they decide to focus on the development of skiing areas and discard information, such as housing issues, that no longer meets their purpose or focus.• A student writes a report on an issue of interest, such as teen violence. Later the student decides that the topic would be a good choice for the class magazine and rewrites the report as a magazine article, omitting unnecessary information.• Students follow the teacher's guidelines, or use a guide, such as the <i>Language Arts Survival Guide</i>, as a reference to cite oral, print, video and Internet sources.• Students review gathered information on a particular topic to determine if it is sufficient and appropriate to support chosen points of view.• In a group, students share their own knowledge of a topic, listen to the views of others and combine their ideas to present a group point of view.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries integrate appropriate visual, print and/or other media to inform and engage the audience <p>Review research process</p> <ul style="list-style-type: none"> assess the research process, and consider alternative ways of achieving research goals 	<ul style="list-style-type: none"> Students create a display or presentation of a geographic region of Canada, using presentation software, a static display or a poster. For a class presentation on Remembrance Day, students produce a short documentary or video about what it means to be a Canadian. Students audiotape interviews with classmates about their favourite kinds of music, and add examples of this music to a presentation about the interviews. Using narration and sound effects, students create a slide show about consumer product testing. Students design a poster for advertising a special event in the school. In a journal, a student writes what worked well in a research project or presentation, what needs to be changed and how these changes will be made next time. An example may read, "I thought that I had enough information in my report but I did not speak loudly enough when I presented it." When talking about a presentation on hobbies, a student reflects that it would have been more interesting to bring in an aquarium to show the fish, instead of showing photographs.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> • share draft oral, print and other media texts in a way that will elicit useful feedback • evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions <p>Revise and edit</p> <ul style="list-style-type: none"> • revise by adding words and phrases that emphasize important ideas or create dominant impressions 	<ul style="list-style-type: none"> • After reading a draft of a mystery story aloud, a student asks for suggestions on building more suspense and excitement and whether the ending needs improving. • After writing the first draft of a monologue, students use a conference area to practise their monologues and to obtain suggestions for improvement. • When discussing the class Display of Learning, a student says, "My project wasn't as popular as some others because it just sat there. They had music playing and wore costumes so people wanted to see what their projects were all about." <ul style="list-style-type: none"> • Students edit personal writing or a peer's writing by underlining ideas that are incomplete or poorly expressed. The author then chooses words or phrases that add richness to the writing. • Students add specific words or phrases, use repetition or move key ideas to the beginning of sentences to emphasize parts of a story or create particular feelings, such as foreboding or excitement.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Revise and edit (continued)</p> <ul style="list-style-type: none"> • revise to enhance sentence variety, word choice and appropriate tone • enhance the coherence and impact of documents, using electronic editing functions • use paragraph structures to demonstrate unity and coherence <p>Enhance legibility</p> <ul style="list-style-type: none"> • vary handwriting style and pace, depending on the context, audience and purpose 	<ul style="list-style-type: none"> • In groups, students read and discuss their writing and make specific suggestions for revision. • A student writes a letter to a friend about a quarrel and then revises it so that the tone is not spiteful or demeaning. • Students use cut and paste functions to rearrange and strengthen the impact of their ideas when revising their writing. • Students write paragraphs using sentences that focus on the main idea. They use unifying and transitional expressions such as “in addition”, “however”, “next” to show how their ideas are related. • In groups, students work with writing samples to explore options for restructuring and clarifying ideas. <ul style="list-style-type: none"> • Students select: <ul style="list-style-type: none"> – a handwriting style suitable for note-taking, such as abbreviations, manuscript or cursive – fonts suitable for a poster or advertisement – a handwriting style suitable for cards and letters.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Enhance legibility (continued)</p> <ul style="list-style-type: none"> choose an effective format for documents, depending on the content, audience and purpose <p>Expand knowledge of language</p> <ul style="list-style-type: none"> explore and explain ways that new words, phrases and manners of expression enter the language as a result of factors such as popular culture, technology, other languages infer the literal and figurative meaning of words in context such as idioms, analogies, metaphors and similes <p>Enhance artistry</p> <ul style="list-style-type: none"> experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood 	<ul style="list-style-type: none"> Students use word processing tools and functions to enhance the presentation of a report; e.g., centering the title, left justifying the text, highlighting points with boldface and bullets, using different font styles and sizes. Students develop a list of words that have new meanings or are new to the English language and try to explain their origins; e.g., hard drive, virtual school, laptop, mouse. Students use such phrases as "I heard the summer sea murmuring to the shore..." from <i>The World Voice</i> and "He moves like a black cloud over the lawn..." from <i>Spring Storm</i> to explain how the literal meaning and figurative meaning of the words work together to create impressions and visual pictures. To represent the figurative and literal meanings, students create posters of such familiar expressions as "raining cats and dogs". The class develops a video album of poems that use figurative language. The students use voice intonation and music to enhance their performance. Students choose a piece of music to accentuate the mood or tone of a poem, such as <i>Our Revels Now are Ended</i>. They present the poem, with the music playing in the background. They then explain their choice of music and its relevance to the poem.

GRADE 8

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Draft Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none">• use words and phrases to modify, clarify and enhance ideas and descriptions in own writing• use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting• use correct pronoun–antecedent agreement in own writing• use verb tenses consistently throughout a piece of writing	<ul style="list-style-type: none">• Students add words and phrases to describe the intensity of the fall colours on a bright, sunny day.• Students select words and phrases carefully when writing or giving instructions.• Students read <i>Rosie's Walk</i> and observe that it is one complex sentence. In groups, students rewrite the story, using simple or compound sentences and look at the effects the changes have on the story. They then use their insights to enhance their own writing.• Using work from their writing portfolios, students combine three simple sentences into one sentence and then discuss the resulting differences in meaning and effectiveness.• Students reread their writing to check for pronoun–antecedent agreement and revise, as necessary; e.g., in the sentence “The hockey team’s web site is very good because they have videos of the players in action.” the student changes ‘they have’ to ‘it has.’• Students reread their writing to make sure they haven’t alternated between past and present verb tenses, and revise, as necessary; e.g., in the sentence “Yesterday I was talking to my friend and she says she was sick, too.” the student changes ‘says’ to ‘said.’

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to spelling</p> <ul style="list-style-type: none"> • develop a systematic and effective approach to studying and remembering the correct spelling of key words encountered in a variety of print and other media texts • use knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing • identify the use of spelling variants in print and other media texts, and discuss the effectiveness depending on audience and purpose 	<ul style="list-style-type: none"> • Students record lists of words related to particular projects or assignments. • Students compose a personal list of frequently misspelled words (spelling demons). They then highlight their errors and study the words. • Students create a prompt for memorizing the correct spellings for especially difficult words, such as remember the “bus” in business. • Students create a dictionary of terms in particular subject areas. They write the definition or create a drawing or diagram. • Students find a variety of magazine advertisements that: <ul style="list-style-type: none"> – use uncommon spellings of words – use words that could be catchier by using an alternative spelling. • Students discuss the effectiveness and appropriateness of words and names such as “congratulations”, “Hair Port”, “Kiddie Kone”, “Ken’s Kar Kare”.

GRADE 8

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">• use hyphens to break words at the end of lines, and to make a new word from two related words in own writing• identify semicolons, dashes and hyphens when reading, and use them to assist comprehension• use parentheses appropriately in own writing• use appropriate capitalization and punctuation for referencing oral, print and other media texts	<ul style="list-style-type: none">• Students correctly hyphenate such words as recog-nize, mathe-matics, dis-appoint, at the end of lines.• Students use hyphens to combine related words such as well-known, self-help and greyish-black.• When reading a sentence a student recognizes from the use of a semi-colon that the sentence parts are related to each other and of equal value.• Students use parentheses in sentences such as “The settlers built sod houses (see the picture on the next page) to keep them warm in the winter.”• Students revise their sentences to remove unnecessary parentheses such as “Sara (who is my cousin) lives in Ontario”, becomes “Sara, who is my cousin, lives in Ontario.”• Students use a writer’s handbook, class chart or information from the teacher to capitalize and punctuate references correctly.

GRADE 8

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none">• plan and facilitate small group and short, whole class presentations to share information	<ul style="list-style-type: none">• A student plans to use a trifold poster as a visual organizer for a small group presentation and to conclude the presentation with opportunities for questions and discussion. The student prepares a few discussion questions in case group members are shy or quiet.
<p>Enhance presentation</p> <ul style="list-style-type: none">• present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience	<ul style="list-style-type: none">• Students plan advertising campaigns to market a product to different audiences, such as children and parents.• Students prepare two brochures—one to attract tourists and one to attract businesses—for specific regions of Canada.
<p>Use effective oral and visual communication</p> <ul style="list-style-type: none">• plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications	<ul style="list-style-type: none">• When planning a dramatic presentation of a poem for a formal occasion, students practise in front of their peers and ask for feedback on overall effect, suitability of the poem, pacing and clarity of voice. They consider the feedback and make adjustments.

GRADE 8

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">• anticipate the organizational pattern of presentations, and identify important ideas and supporting details• use appropriate verbal and nonverbal feedback to respond respectfully	<ul style="list-style-type: none">• As the class begins, students anticipate what will be happening: introduction of new material, discussion, review or group activities. They then prepare to respond appropriately by participating in discussion, taking notes and asking questions.• Students present oral feedback after a presentation by a peer. They stand straight, speak clearly and distinctly, use language that shows respect for the individual who made the presentation and face the presenter while speaking.• Students respond by asking questions to clarify or extend ideas, offering examples related to the presentation, paraphrasing ideas, taking part in group activities related to the presentation and laughing at humorous parts.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts clarify and broaden perspectives and opinions, by examining the ideas of others <p>Relate texts to culture</p> <ul style="list-style-type: none"> compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> participate in organizing and celebrating special events, recognizing the appropriateness and significance of the language arts 	<ul style="list-style-type: none"> Students discuss what it would be like to be a part of a family or community in a setting depicted in a story or text they have read, such as <i>Anne of Green Gables</i>, <i>The Witch of Blackbird Pond</i> or <i>Cowboys Don't Cry</i>. A student says, "I used to think that friendship was just calling people up or doing things with them. But when we discussed friendship in class, I realized that friendships are hard work and not just for good times. The teacher told me about still having friends from school and that they keep in touch by letters and email. When they get together it's like they've never been apart." Students examine the ways in which texts portray various events and people in history, such as the Riel Rebellion, settlement of the Prairie Provinces, the Depression or the Japanese Internment. Students assist in preparing a presentation about their school for an Education Week display in a library or shopping mall. Photographs, samples of student work, quotes from students and slogans are included.

GRADE 8

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use language to show respect</p> <ul style="list-style-type: none">• use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities	<ul style="list-style-type: none">• Students share examples of language being used in ways that include or exclude others, such as in school hallways, in movies or on television, by adults. They role play situations and discuss alternative choices for language use.• Students use terms such as firefighters instead of firemen and, when revising their writing, ensure that their language is inclusive.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group use opportunities as a group member to contribute to group goals and extend own learning <p>Work in groups</p> <ul style="list-style-type: none"> contribute ideas, knowledge and strategies to identify group information needs and sources organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frame, and reviewing progress 	<ul style="list-style-type: none"> In small groups, students discuss a question, such as “Should students be allowed to wear hats in school?” They prepare a presentation on the question that acknowledges different points of view within the group, but proposes ideas that are agreeable to everyone. As students in groups brainstorm and list the qualities of a good citizen, they ask questions of each other to clarify their own thinking, such as: <ul style="list-style-type: none"> Are people good citizens if all they care about is getting a new school for their neighbourhood? Should people vote in elections, even if they don’t agree with any of the candidates? In order to develop a promotional campaign for a movie version of a novel or short story, students brainstorm strategies for advertising, determine what information and materials they need and where these can be found. When starting a group project on safety and consumer products, students decide who will be responsible for finding information in the library or on the Internet, who will arrange for guest speakers and who will design and produce transparencies, visuals and props. They review progress and timelines and make adjustments, as necessary.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none"> evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement 	<ul style="list-style-type: none"> When completing a project, students make suggestions, such as: Student 1: Next time I'll try to get the group to stick to the timelines so we're not so rushed at the end. Student 2: It would have been easier if we'd figured out what we wanted to do at first. We should have limited our topic. Student 3: I'm going to offer more ideas next time, instead of being so quiet. Student 4: I really like how we used the Internet to find information.

Grade 8 References
Response Draft of Illustrative Example
November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 9

RESPONSE DRAFT

November 1998

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 was approved for optional implementation in September 1998. The illustrative examples are not prescribed, but support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

In this response draft of the illustrative examples, the general outcome from the program of studies is shaded and located at the top of each page. The specific outcomes for each grade are shaded, and located in the left-hand column of each page. The draft illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Education would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 9

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Draft Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">• talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view• explore and explain how interactions with others and with oral, print and other media texts affect personal understandings• extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts	<ul style="list-style-type: none">• After discussing their own points of view on a topic, such as “being a teenager is tough” or “the teenager years are the best”, students read poems, such as <i>Reflection</i> or <i>When I Was Fifteen</i>, then reexamine their point of view in light of the reading.• In a class discussion, some students state that having a curfew in the community would be a good way of dealing with vandalism. Other students disagree. Using the library, newspaper articles and editorials, and interviews with the local police, groups of students find more information on curfews to support their points of view. They write persuasive essays, prepare for a panel presentation, or write to the local council or newspaper.• Students write a response to a poem and three questions about the poem that they discuss with others. Then they write a new response to the poem, and discuss how and why this response is different from the first one.• Students view a cartoon or a video clip on an issue of relevance to teenagers; e.g., curfews for 15-year-olds. In groups, students role play people with different perspectives on the issue—parent, police officer, older teenager—and argue the issue from those points of view.• Students reread the poem <i>Fifteen</i> from different points of view; e.g., a mother whose child wants to buy a motorcycle, someone who had a motorcycle accident.

GRADE 9

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Experiment with language and forms</p> <ul style="list-style-type: none">develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts	<ul style="list-style-type: none">Students describe different facets of their lives; e.g., child, sibling, friend, student, in a variety of forms, such as collage, video, drama, story and poem.Students write about a topic; e.g., a skiing accident, in such diverse forms as a news article; a part of a letter; a journal entry; and a dialogue with a friend, a doctor or a parent.
<p>Express preferences</p> <ul style="list-style-type: none">explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers	<ul style="list-style-type: none">In a round table discussion, or by adding to a portfolio of favourite authors and texts, students identify their favourite authors, texts, writers, artists, storytellers and filmmakers, and give reasons for their choices.After watching preselected portions of two movies that have a similar theme, students discuss or write about which portrayal of the theme they prefer.
<p>Set goals</p> <ul style="list-style-type: none">reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals	<ul style="list-style-type: none">Students prepare for a conference with a teacher, by choosing samples of their work that illustrate their strengths, areas in which they have shown progress, special accomplishments and areas they want to improve.

GRADE 9

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Draft Illustrative Examples
Consider others' ideas <ul style="list-style-type: none">integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts	<ul style="list-style-type: none">Throughout a unit on heroes and villains, students keep a reflective journal in which they collect articles, pictures and movie reviews; make comments; and show how their ideas of heroes and villains change as a result of texts read, discussion and writing.After reading chapter one of <i>The Pigman</i>, students discuss how John's view of what it means to be a teenager is related to their own; e.g., "John's view is that the teenage years are for kids to have fun and get into trouble. I think teenagers should have fun but shouldn't get into trouble."
Combine ideas <ul style="list-style-type: none">examine and reexamine ideas, information and experiences from different points of view to find patterns and see relationships	<ul style="list-style-type: none">Students read the short story <i>On the Sidewalk, Bleeding</i>, and take the point of view of Andy, Andy's girlfriend, a police officer, a gang member and a bystander in order to discuss Andy's character.
Extend understanding <ul style="list-style-type: none">assess whether new information extends understanding by considering diverse opinions and exploring ambiguities	<ul style="list-style-type: none">During a discussion on a current topic of interest, such as gambling, cloning or volunteering, students share their views, listen to the opinions of others and consider how these opinions affect their own points of view.After thinking or writing about a difficult decision; e.g., which high school to attend, students read <i>The Road Not Taken</i> and assess whether they feel differently or have a different understanding of what is involved in making life choices. Is the image of two diverging paths helpful or relevant to their decision?

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Draft Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none">• discuss how interpretations of the same text might vary, according to the prior knowledge and experience of various readers• use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts	<ul style="list-style-type: none">• Students read the poem <i>The Man Who Finds That His Son Has Become A Thief</i>, without knowing the title. Then they work in groups to interpret the poem. After learning the title, students discuss how looking at the poem from the perspective of the father changes the interpretation.• While reading <i>The Sniper</i>, students discuss the theme of “defending a cause”, as portrayed in film or literature, and how it relates to the story.
<p>Use comprehension strategies</p> <ul style="list-style-type: none">• identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text• select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences• preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading	<ul style="list-style-type: none">• Students choose advertisements from such publications as magazines and newspapers, discuss what is being advertised explicitly and implicitly, and identify some of the implicit themes in advertising.• Students listen to other students’ presentations on passages from novels or poems, and comment on how the presentations interpret the piece differently.• Students reading a passage from a nonfiction selection, such as <i>Frozen in Time</i>, pay attention to the maps, diagrams or illustrations to assist in understanding.• Students doing research on a particular topic scan through Internet titles and headings and skim appropriate passages in order to determine if the selections are relevant.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use textual cues</p> <ul style="list-style-type: none">• use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently• analyze and discuss how the structural features of informational materials, such as textbooks, bibliographies, databases, catalogues, web sites, commercials and newscasts, enhance the effectiveness and efficiency of communication	<ul style="list-style-type: none">• Students skim and scan the index, section titles, headlines and advertisements in a newspaper to find information on an upcoming event in their community.• Students compare how web sites and catalogues are organized; e.g., how their purposes are similar and different, and how the structural features of each support their purposes.• Students compare two textbooks from a previous grade or topic studied and talk about which one they found easier to use or was most helpful to their learning.
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none">• apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts	<ul style="list-style-type: none">• Students use strategies, such as reading surrounding sentences, for clues to tone and meaning. For example, they use the surrounding sentences to determine the meaning of ‘exasperate’ in the following passage: “You asked me that before. I already said no. Kid, don’t <i>exasperate</i> me!”• Students working in pairs read <i>Flowers for Algernon</i> and explain how they used phonics and context clues to read “faled” in the passage “... when I was a kid I always faled tests in schools.”
<p>Use references</p> <ul style="list-style-type: none">• use reference materials, including a writer’s handbook, to verify correct usage, answer uncertainties and solve problems that arise	<ul style="list-style-type: none">• While writing a short story, students consult a writer’s handbook to confirm or adjust their punctuation of complicated dialogue.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Draft Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none">• experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction• identify and discuss how timeless themes are developed in a variety of oral, print and other media texts• consider historical context when developing own points of view or interpretations of oral, print and other media texts• compare and contrast own life situation with themes of oral, print and other media texts• express the themes of oral, print or other media texts in different forms or genres• consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence	<ul style="list-style-type: none">• Students view advertisements, in print or on video, from different countries, and discuss similarities and differences.• Students compare how classic and modern texts develop similar themes; e.g., how <i>Frankenstein</i> and <i>Jurassic Park</i> deal with the theme of "science and ethics."• Students use information gained from their study of Russia, or from other books or movies, to understand the novel <i>Summer of the Mad Monk</i> or <i>The Wild Children</i>.• When reading <i>The Rosa Parks Story</i>, students evaluate Rosa's actions in terms of the context of the selection and the historical period in which it took place.• Students use their own experiences with friends as a basis for a discussion of the theme of relationships in <i>Smith</i>.• After examining a theme, such as justice, hope or loneliness, through reading, discussion and viewing, students express thoughts, feelings and ideas related to the theme in such forms as letters, collages and tableaux.• After working in groups to interpret a poem, students compare interpretations, then reread to look for evidence to support or contradict the interpretations of the other groups.• Students discuss their interpretations of a speaker's point of view, using supporting examples from the speaker's presentation.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others identify and discuss theme and point of view in oral, print and other media texts discuss and explain various interpretations of the same oral, print or other media text relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance 	<ul style="list-style-type: none"> Students read <i>Homecoming</i> and discuss and write about the reasons why Dicey continues her search for her mother. Students discuss what their choices would be if they were in the same situation. Using <i>Hansel and Gretel</i>, students write journal entries for different characters, such as Hansel, Gretel, the father, the stepmother and the witch. They discuss the different shades of meaning a story has when viewed from different points of view. Students identify the theme of <i>A Secret for Two</i>, and examine the story to see how the author developed and sustained the theme. Students who read the same story or novel, or view the same video, share and compare responses by writing to each other in dialogue journals. Students compare the experiences of the characters in such movies as <i>Rebel Without a Cause</i> or <i>Grease</i> to discuss issues such as traditional male and female roles, or sexism.
<p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts discuss character development in terms of consistency of behaviour and plausibility of change 	<ul style="list-style-type: none"> While looking at painting <i>Horse and Train</i>, students discuss how the use of “horse” and “iron horse” symbolize tradition and progress. Having read a story or viewed a video about conflict between two main characters, students discuss if and how the growth and change of the characters prepared them for the resolution of the conflict.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Appreciate the artistry of texts (continued)</p> <ul style="list-style-type: none">• describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character• identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression	<ul style="list-style-type: none">• Students write a different ending to a story, such as <i>The Open Window</i> or <i>The Landlady</i>, in a way that sustains the suspense and mood.• Students examine selected paragraphs from a story, such as <i>Trust</i> or <i>Operation Survival</i>, and identify specific words and phrases that develop mood.• Students discuss how the choice of visuals such as real-life shots and the types and styles of illustrations or animation, enable the authors, illustrators and filmmakers to deal with different aspects of content and appeal to different kinds of audiences in different ways.• Students identify differences in text features of two different magazines and discuss how design features relate to content and appeal to different audiences.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements, and Techniques

Specific Outcomes	Draft Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none"> explain the relationship between purposes and characteristics of various forms and genres of oral, print and other media texts evaluate the effectiveness of different types of media texts for presenting ideas and information <p>Understand techniques and elements</p> <ul style="list-style-type: none"> compare the development of character, plot and theme in two oral, print or other media texts evaluate the effectiveness of oral, print and other media texts, considering the believability of plot and setting, the credibility of characters, and the development and resolution of conflict compare a main character in one text to the main character in another text from a different era, genre or medium identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts 	<ul style="list-style-type: none"> Students contrast a political cartoon with a news story on the same topic, by discussing the differences in the purposes and characteristics of each. Students discuss the unique strengths of interviews, documentary movies, and newspaper and magazine articles in presenting topics, such as human interaction with the environment. Students read <i>The Most Dangerous Game</i> and view <i>The Hunt</i>, or read <i>Flowers for Algernon</i> and view <i>Charly</i>, and compare the differing development of the characters, the plot and the theme. While reading the novel <i>The Moonlight Man</i>, students discuss whether the author creates a believable relationship between Catherine and her father and solves their differences in a realistic way. While reading the novel <i>Driver's Ed</i>, students discuss the believability of the moral dilemma. Students compare the motives, coping strategies and decisions of the main characters in such novels or short stories as <i>The Bronze Bow</i>, <i>To Build a Fire</i> and <i>Iceblink</i>. Students describe events in the story <i>Jacob I Have Loved</i> from the point of view of Caroline, rather than the narrator—her twin sister, Louise. Students then discuss how a different narrator affects the story. Students narrate a passage from <i>Guess What? I Almost Kissed My Father Goodnight</i> from the father's and from the son's point of view, and discuss the ways a different narrator affects the story.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 *Understand Forms, Elements, and Techniques* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Understand techniques and elements (continued)</p> <ul style="list-style-type: none">• summarize the content of media texts, and suggest alternative treatments <p>Experiment with language</p> <ul style="list-style-type: none">• analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone	<ul style="list-style-type: none">• Students view two different accounts of the same sporting event—one on a Canadian network and one on a US network. They compare how the commentators were similar/different, how the event was portrayed, what emotions were evoked, how the students felt while watching each and how each could be improved.• After examining a song and music video with a central metaphor, students identify how the language and images contribute to a dominant impression.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Draft Illustrative Examples
Generate ideas <ul style="list-style-type: none">generalize from own experience to create oral, print and other media texts on a theme	<ul style="list-style-type: none">Students choose a theme that relates to their own interests and experiences; e.g., changes, relationships, responsibility, and create a poetry anthology on the theme that includes favourite poems and poems written by themselves and others.
Elaborate on the expression of ideas <ul style="list-style-type: none">create oral, print and other media texts on common literary themes	<ul style="list-style-type: none">Students create a computer presentation or collage to interpret and extend themes, such as the difficult challenges in life in the poems <i>Mother to Son</i> or <i>Certain Choices</i>.
Structure texts <ul style="list-style-type: none">create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the actioncreate oral, print and other media texts that include main and minor characters, and show how the main character develops and changes as a result of the action and events	<ul style="list-style-type: none">Students create a story where two characters write back and forth, using various means of communication; e.g., postcards, fax and email, in order to solve a problem.Students create a reader's theatre presentation from a story, such as <i>The Lady or the Tiger</i>.After examining some models that demonstrate character change; e.g., Bilbo Baggins in <i>The Hobbit</i>, Aeerin in <i>Blue Sword</i> and Ben Holiday in <i>Magic Kingdom for Sale—Sold!</i> students create their own characters, map out events that could cause their characters to change and then use these to develop stories.A group of students write and present a play about a student who is left out of school activities. As a result of feedback from peers, they revise their script to add events and make character actions more explicit, and change the main characters' gestures and costumes to make their intent clearer.While writing a story, a student considers ways to make the ending believable, such as revealing more of the inner thoughts of the main character, adding new scenes, adding or recording events, or providing more detail.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Draft Illustrative Examples
<p>Focus Attention</p> <ul style="list-style-type: none"> synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions assess adequacy, accuracy and appropriateness of text details to support or further develop arguments, opinions or points of view <p>Determine information needs</p> <ul style="list-style-type: none"> select types and sources of information to achieve an effective balance between researched information and own ideas <p>Plan to gather information</p> <ul style="list-style-type: none"> select information sources that will provide effective support, convincing argument or unique perspectives <p>Use a variety of sources</p> <ul style="list-style-type: none"> obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, when conducting research 	<ul style="list-style-type: none"> A group of students who are interested in the topic of gambling look at newspaper articles, magazines, movies, government publications, and interview community members to get a sense of the breadth of the topic, the possibilities for research and to decide on a focus for their study. Students who are preparing a presentation on being vegetarian decide which materials provide the best information on the topic. After generating reasons why a class trip is a good idea, students investigate costs and benefits of such a trip, and use this information in a letter to gain the support of parents or school staff. Students feel there is a need for a movie theatre in their town/ neighbourhood. They select information sources, such as those at the town office—existing studies, zoning laws—and movie theatre chains, to determine such things as economic feasibility and suitable location. They also survey community members to determine support. Students investigate the development of national park townsites from the perspective of environmentalists, business people and government representatives, by examining a variety of sources, such as magazine and newspaper files in libraries, government pamphlets, and the Internet.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Draft Illustrative Examples
<p>Access information</p> <ul style="list-style-type: none"> • expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voice-overs, to access information • distinguish between primary and secondary sources, and determine the usefulness of each for research purposes • follow up on cited references to locate additional information <p>Evaluate sources</p> <ul style="list-style-type: none"> • evaluate sources for currency, reliability and possible bias of information for a particular research project 	<ul style="list-style-type: none"> • Students researching a particular sports figure search through section headings, pictures, captions, and icons or symbols in newspapers, magazines and web sites in order to locate information. • As students investigate a career using a primary source; e.g., an interview with a police officer, and secondary sources; e.g., pamphlets, brochures and web sites, they discover that the primary source provides personal, practical information while the secondary sources provide a more generalized view. • Some students follow up on specific areas of interest by locating references cited in the “Exploring Further” section of <i>MultiSource: Media and Communication Magazine</i>. • Students researching a topic, such as gun control, examine such sources as presenters, pamphlets, newspaper editorials and interview tapes in order to determine their sponsorship, purpose and point of view.

GRADE 9

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Draft Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none">organize ideas and information by developing and selecting appropriate categories and organizational structuresbalance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughoutdevelop coherence by relating all key ideas to the overall purpose of the oral, print or other media text <p>Record information</p> <ul style="list-style-type: none">use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources	<ul style="list-style-type: none">Students use strategies, such as webbing or outlining, to organize a specific topic; e.g.: <pre>graph TD; A(currency) --- B(barter system); A --- C(gold standard); A --- D(introduction of paper currency);</pre>A student strengthens the conclusion of an oral presentation by ensuring the key points in the introduction are reinforced in the conclusion and by moving an anecdote from the introduction to the conclusion.A student revises a topic sentence in a paragraph to clarify its relevance to the main point of the report or presentation. <ul style="list-style-type: none">Students record information in a variety of ways such as webs, maps, KWL charts, index cards and jot notes.Students choose quotes for such reasons as citing authorities and providing examples of apt word choice, and reference them appropriately.

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Record information (continued)</p> <ul style="list-style-type: none"> • select and record ideas and information that will support an opinion or point of view, appeal to the audience, and suit the tone and length of the chosen form of oral, print or other media text • choose specific vocabulary, and use conventions accurately and effectively to enhance credibility <p>Evaluate information</p> <ul style="list-style-type: none"> • evaluate usefulness, relevance and completeness of gathered information; address information gaps • reflect on new understanding and its value to self and others 	<ul style="list-style-type: none"> • Students who are creating a photo essay, collage or slide show for a Remembrance Day presentation select appropriate pictures and record relevant ideas for the audience and occasion. • Students write on: “What one needs to be successful in high school.” They present a point of view based on information derived from: <ul style="list-style-type: none"> – interviews with high school students – discussions with teachers – popular teen magazines. • While preparing oral presentations describing favourite fictional heroes or villains, students consult a thesaurus to choose specific nouns and verbs. • When researching a historical figure to take part in a role play, students realize they need to find out about dialect and costume, as well as biographical information. • When researching the Industrial Revolution in Britain, a group of students realize that they have a great deal of information on inventions and inventors but no information on how the inventions changed the nature of the work and the lives of the people in society. • After learning about the effects of inventions on the Industrial Revolution, students discuss the impact of technology on their lives and predict how things may change in the future. • Students interview seniors about their years as teenagers and discuss in what ways and how much the world may change during their lifetimes.

GRADE 9

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Draft Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articlesintegrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience <p>Review research process</p> <ul style="list-style-type: none">reflect on the research process, identifying areas of strength and ways to improve further research activities	<ul style="list-style-type: none">Groups role play a presentation to request funding to market an original product. Presentations include a drawing or a model of the product, as well as computer-generated charts or graphs of projected income and expenses related to the production of the product.Students create a computer presentation entitled Literary Terms, using a template, font and graphics appropriate for the concept.Students create a page for a class poetry anthology, by including visual representations of their poems along with the original poem.Students produce a comic book based on one chapter of a novel. <ul style="list-style-type: none">Students complete a reflection sheet on their research project, explaining their successes, their difficulties and things they would do differently.

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Draft Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of each work collaboratively to make appropriate revisions based on feedback provided by peers <p>Revise and edit</p> <ul style="list-style-type: none"> revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions revise to enhance effective transitions between ideas and maintain a consistent organizational pattern revise to combine narration, description and exposition effectively 	<ul style="list-style-type: none"> A student is designing a poster to promote the use of bicycle helmets and is looking for an angle that will appeal to older teenagers. The student does a couple of mock-ups, showing the choices and layouts of words, and asks for feedback. A group of students is preparing to help Grade 5 students make kites. They draft instructions and ask for feedback on whether or not the instructions are clear enough for someone who has not made a kite before; e.g., listed in a logical sequence, written at an appropriate reading level, accompanied with appropriate graphics or diagrams. Students help each other revise, by discussing features of each other's writing they like, questions they have and advice for improvement. Students who are writing comparative essays on socialist, capitalist and communist economies share their concluding statements to identify effective features and problems with each. In a report on a field trip to a fort, a student realizes that a humorous anecdote part way through detracts from the purpose, which is to describe the fort and explain why it was established. The student moves the anecdote to the beginning of the report to make the introduction more interesting and effective. After writing alternative endings for <i>Mystery of the Witches' Bridge</i>, students revise them for an effective balance of dialogue and description.

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Draft Illustrative Examples
Enhance legibility <ul style="list-style-type: none">develop personal handwriting styles appropriate for a variety of purposesidentify and experiment with some principles of design that enhance the presentation of texts	<ul style="list-style-type: none">Students use appropriate handwriting styles for such purposes as jot notes for research, notes to friends, job application forms and a poem to be displayed.Students create posters to illustrate the settings of novels they have read, such as <i>Magic Kingdom for Sale—Sold!</i> They experiment with the size, font and shape of lettering; spacing; layout; sequence; and the use of colour and visual symbols.
Expand knowledge of language <ul style="list-style-type: none">distinguish between the denotative and connotative meaning of words and discuss effectiveness for achieving purpose and affecting audience	<ul style="list-style-type: none">Students examine a number of advertisements, comment on the word choices and their effects on audience and purpose, and explain why they think these word choices were made.
Expand knowledge of language <ul style="list-style-type: none">explore the derivation and use of words, phrases and jargon, including variations in language, accent and dialect in Canadian communities and regions	<ul style="list-style-type: none">As students read novels, plays, or short stories set in other places or times, such as <i>Smith, The Hangashore</i> or <i>Frankincents an' Meer</i>, they jot down words or phrases with which they are not familiar and explore their meaning through discussion and research.
Enhance artistry <ul style="list-style-type: none">experiment with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters	<ul style="list-style-type: none">Students create a brochure for new students coming into Grade 7, in which they consider the requirements of the staff, parents and new students.Students write a letter to the principal about the food choices in the school snack bar and choose words that indicate concern but are not confrontational.

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Draft Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none">• identify and use parallel structure in own writing• identify and use coordination, subordination and apposition to enhance communication• use a variety of strategies to make effective transitions between sentences and paragraphs in own writing <p>Attend to spelling</p> <ul style="list-style-type: none">• demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing• identify situations in which careful attention to correct spelling is especially important• identify and use variant spellings for particular effects, depending on audience, purpose, content and context	<ul style="list-style-type: none">• While writing an autobiography, a student revises the sentence, “I like swimming and to ski” to express it in a parallel grammatical form, “I like swimming and skiing.”• While creating a picture book for the Grade 1 class, students show the relationship between ideas in their writing, in sentences such as: Fred bought a skateboard, and he sold his in-line skates. Fred broke his leg when he tripped over a dog. Trixie, the black and white terrier, bit Fred.• Students use words and phrases to link ideas; e.g., next, another reason, at the same time, meanwhile, in conclusion, in addition, in spite of.• As students revise a piece of writing, they circle the words they think are incorrectly spelled or those for which they are uncertain about the spelling. They use dictionaries, spell checkers or peer review to confirm spellings.• Students brainstorm situations in which spelling is important for accuracy, public display or creating a personal impression, such as posters, displays, addresses, letters, résumés and job applications.• Students look for variant spellings in billboards, magazines, advertisements and cartoons that are humorous, cryptic and eye catching. They create their own examples in posters, collages and advertisements.

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">• use quotation marks to distinguish words being discussed in own writing• use dashes to show sentence breaks or interrupted speech, where appropriate in own writing• know that rules for punctuation can vary, and adjust punctuation use for effect in own writing	<ul style="list-style-type: none">• When responding to the short story <i>The Gift of the Magi</i>, a student writes, “When Della’s hair is described as ‘rippling and shining like a cascade of brown water’, it makes me realize even more how hard it must be to make the decision to cut it.”• Students use dashes in sentences, such as: “Large numbers of immigrants from Great Britain—England, Ireland, Scotland and Wales—came to Canada after 1912.” “Hey you—where do you think you’re going?” “He kicked at the ball—and he missed.”• A student chooses to use line breaks instead of commas for pauses in a free verse poem.

GRADE 9

General Outcome 4
 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Draft Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none"> select, organize and present information to appeal to the interests and background knowledge of various readers or audiences <p>Enhance presentation</p> <ul style="list-style-type: none"> choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> follow the train of thought, and evaluate the credibility of the presenter and the evidence provided 	<ul style="list-style-type: none"> Students involved in a twinning project with a class of primary students create picture books on a theme of interest to the younger students. When speaking to Grade 6 students and parents about reasons to attend their junior high school, students present information to the Grade 6 students about options, sports teams, activities, facilities, field trips, and humorous and enjoyable incidents from student life. For their presentation to parents, students talk about results, the variety of programs, behaviour and safety, school alumni, and parent involvement. When giving a talk about the band program, students provide brochures about the band program, costs, care of instruments, extra practice time and parent responsibilities; a video of the band; band trip pictures and posters; and mini-concerts by different grade levels. After reading the short story <i>Guess What? I Almost Kissed My Father Goodnight</i>, students take part in a debate on the invasion of privacy and evaluate the evidence presented by opposition speakers, in preparation for rebuttal. When attending an orientation on high school, students use the information provided by presenters to choose options and decide on clubs and sports activities.

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 *Present and Share* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Demonstrate attentive listening and viewing (continued)</p> <ul style="list-style-type: none">• provide feedback that encourages the presenter and audience to consider other ideas and additional information	<ul style="list-style-type: none">• When listening to a guest speaker at a career symposium, students think of questions of general interest, add related information or anecdotes, and ask for clarification.

GRADE 9

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Draft Illustrative Examples
Appreciate diversity <ul style="list-style-type: none">examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media textstake responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others	<ul style="list-style-type: none">Students read poems or stories or view pictures about Western Canada; e.g., <i>Penny in the Dust</i>, <i>Who Has Seen the Wind?</i> and <i>Jake and the Kid</i>. The students discuss if the texts are realistic, true to what or who they know, capture their own feelings, and extend or change their understanding of their own environment.In a group project on heroes, one student looks up definitions of heroes and presents them to help generate a group definition, another student finds a book or video on war heroes, another shares information on mythological heroes, and some students do research on how heroes receive recognition nowadays. Students listen and respond thoughtfully to each other's contributions.
Relate texts to culture <ul style="list-style-type: none">analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history	<ul style="list-style-type: none">Students read the novel <i>The Wild Children</i>, which takes place in Russia during the 1920s and compare and contrast their lives with Alex's and the other children's.Students explore a variety of current and older texts, newspapers, magazines, television programs, advertisements, cartoons and packaging, and identify how differing lifestyles are reflected in texts.
Celebrate accomplishments and events <ul style="list-style-type: none">explore and experiment with various ways in which the language arts are used across cultures, age groups and genders to honour and celebrate people and events	<ul style="list-style-type: none">Students discuss ways in which language is used differently in such situations as a sports awards night, a wedding banquet, in telephone conversations, in conversations among men and in conversations among women.

GRADE 9

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Use language to show respect</p> <ul style="list-style-type: none">• create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures	<ul style="list-style-type: none">• Students dramatize ways they would show their appreciation to different audiences, such as:<ul style="list-style-type: none">– the school principal– their parent or guardian– their best friend– a famous movie/rock star.Students discuss how their language, tone and posture is modified for each audience.• Some students write a thank you letter, on behalf of the class, to a guest speaker.• Students identify and discuss examples of disrespectful language in their school, community and in media texts, and pay attention to their own use of language.

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Draft Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> • contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others • discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals <p>Work in groups</p> <ul style="list-style-type: none"> • generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigations • share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives 	<ul style="list-style-type: none"> • In groups, students read a poem, such as <i>The Road Not Taken</i>, and individually express their interpretations of theme; they arrive at a consensus on theme and present their conclusion to the class. • Students conduct a survey regarding an issue in class or the school, such as field trip location or which books to order for class, and use the survey as a basis to make decisions. • With a given research project in mind, group members discuss and decide on areas of interest and responsibility, then generate a list of things to do and who will do them. <ul style="list-style-type: none"> • After reading the play <i>Daydreamers</i>, students in small groups decide on the most significant scene, create a tableau depicting the scene, share the tableau and justify why the chosen scene is significant. • When preparing a report on the regions of Russia, students decide who will be responsible for different parts of the project and agree on a common time frame. After gathering information, they check on their progress and give and receive assistance, as necessary, to meet timelines.

GRADE 9

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group (continued)

Specific Outcomes	Draft Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none">• establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement	<ul style="list-style-type: none">• Students generate and complete a self-evaluation, such as:<ul style="list-style-type: none">– What my group did to achieve our objective. _____– What I contributed to the group. _____– What I would do differently if given the chance. _____– Goals for future group work. _____

Grade 9 References

Response Draft of Illustrative Examples

November 1998

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Education and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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